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THE UNIVERSITY OF ALBERTA

PROBLEM SOLVING RESOURCES FOR DUAL CAREER COUPLES

by

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
AND RESEARCH IN PARTIAL FULFILLMENT OF THE
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Edmonton, Alberta
Spring, 1980

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled PROBLEM SOLVING RESOURCES FOR DUAL CAREER COUPLES submitted by PATRICIA ANNE LEGINSKY in partial fulfillment of the requirements for the degree of MASTERS OF SCIENCE IN FAMILY STUDIES.

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Abstract:

As society increases in complexity so does the number of problems confronting married couples. This study viewed marriage as a problem solving relationship and used social exchange to help explain the role resources play in the problem solving process. The purpose of the study was two-fold: to develop a profile of resources which dual career couples identify for problem solving; and to test the utility of such a profile by way of its ability to predict couples' perceived problem solving effectiveness and perceived problem solving methods. The secondary analysis utilized the relevant data taken from an eight-page mail-out questionnaire which had been administered to a purposive sample of forty-four dual career couples.

The resource profile took two forms: dyadic analysis and couple-to-couple comparison. Four resource relations were evident in the non-parametric dyadic analysis: dyadic similarity, dyadic matches, meshing of resources and one-sided grouping of resources. The couple-to-couple comparison examined couples in terms of the frequency of matches, kind and range of

resources. Twenty-nine resources were identified in all, with the number identified by any one couple ranging from three to fifteen resources. Fifty-four per cent of the couples identified less than eight resources and forty-six per cent identified eight or more. Sixty-one per cent of the couples identified all three kinds of resources (interpersonal, personal and material); twenty-four per cent identified only interpersonal and personal resources; ten per cent identified interpersonal and material resources; and five per cent identified personal and material resources. The frequency of matches between the spouses reported resources and other spouses' reported resources for his partner varied from zero to five matches per couple. Fifteen per cent had no matches, fifty-four per cent had one match, twenty-eight per cent had two matches and two per cent had five matches.

Utilizing lambda as a measure of association and porblem solving method, the resource profile did not reduce the error in predicting problem solving effectiveness and only minimally reduced the error in predicting problem solving method (λ = .20 for frequency of matches).

The social exchange framework within the confines of the marital problem solving relationship effectively illuminated the fundamental role resources play in the problem solving process. However, before further investigation proceeds, conceptual clarification about the definition of resources, interrelationship of resources, resourcefulness, exchange, and the hierarchy of resources is required.

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CHAPTER I

STATEMENT OF PROBLEM

As society becomes more complex, married couples are confronted with an ever-growing diversity of problems. Problems range from achieving such short-term goals as the efficient use of the family car to the more complex, long-term goals regarding financial security in retirement. Just as the diversity of problems facing a couple is unique, so is the means of solving the problems. Couples use a variety of strategies and resources in working toward solutions.

Married couples have a variety of reasons but not enough is known about the quality and quantity of these resources. Blood & Wolfe (1960: 12) defined resources as anything that one partner may make available to the other, helping the latter satisfy needs or attain goals. This general definition has been used by many sociologists (Centers, Raven, Rodrigues, 1971; Olson, Cromwell, 1975; Oppong, 1970; Rodman, 1967) who have endeavoured to examine the association between the couple's resources and their perceived power structure within the marital relationship. Power, in most instances, was measured in terms of who made the decisions, as perceived by the wife. The bulk of this research implied that resources were exchanged but little information has been gathered to explain the commodities of exchange or the process of exchange.

Exchange theorists (Homan, 1961; Thibaut and Kelly, 1959) have offered some guidelines about exchange. In addition, Foa and Foa (1971, 1974) have compiled a set of rules for the exchange of resources within interpersonal relationships, but have not dealt specifically with the marital relationship. They also categorized resources, but did not distinguish those resources specific to marriage.

Within a narrower focus, home management literature also makes reference to resources

(Nickel and Dorsey, 1942). Resources are viewed within the decision making model, as the means by which a goal can be achieved. However, such decisions are generally limited to the household domain, rather than to the family in general, and as a result, only the physical resources such as money, energy, time and space are discussed. More recently, home management authors are discussing the broadly based personal resources which are fundamental to individual decision making (Deacon and Firebaugh, 1975). The interpersonal resources endemic to the marital relationship, however, are still inadequately explored. This apparent lack of explicit discussion about interpersonal and marital resources in the literatures serves to invite exploration.

In order to tap these interpersonal resources in a marital relationship, marriage was viewed as a problem solving relationship. This conception allowed one to view the role resources play in the problem solving process. Within such a framework, marriage is seen as a positive, goal directed activity with a variety of long-term and short-term goals inherent in the relationship. Since goals are interrelated and overlapping, it is assumed that problem solving is an ongoing process and resources play a fundamental part in the process.

Based on this assumption, problem solving is multiphasic (Aldous et al., 1971) and thereby difficult to study in its totality. While no consensus has been reached on the specific number of problem solving phases, the following are common to all: definition of situation as problematic, generation of alternatives; action and evaluation. Of these phases, resources influence the generation of alternatives most directly in that the greater the number of resources, the more alternatives generated. By so doing, resources indirectly affect goal achievement, since the greater the generation of alternatives, the greater the chances of goal achievement. Resources, therefore, essentially influence the couple's ability to achieve their chosen goal(s).

Therefore, high resource couples will be able to achieve the chosen goal(s). Literature suggests that the dual career couple, which is a couple in which both the husband and wife label their work involvement as a career, and also have active family lives, are high resource couples, based on their high educational level, high occupational status and high income. However, no research with these couples has investigated this assumption or the nature of their resource potential and use.

Dual career research has focused on the nature of the unit, its structure, roles, functions and/or stresses. Most studies have described the dual career couple as two separate entities: husbands and wives. Because couples have seldom been studied as a dyadic unit, little information has been gathered regarding the interpersonal problem solving exchanges within the dual career couple, more specifically, the resources exchanged and used in the problem solving relationship.

Foci of Study:

The central focus of this research is the character and nature of resources identified for problem solving by dual career couples. Resources were defined as those personal, interpersonal or material elements which are perceived as having the ability to achieve a goal. In other words, resources are the means to an end. Rodman (1972) has defined 'resources' as the commodities of exchange. Exchange being the transfer of resources between people which is usually based on bargaining and negotiation (Paolucci et al., 1977)[1]. However, before resources can be exchanged they must be identified as such and their usefulness recognized (Baker, 1970: 45). This exchange of resources is ongoing and goal directed. Before exchange can be studied, the character and nature of the commodities of exchange (resources) require study. The study of resources provided the focus of this research.

The purpose of this study was two-fold:

> (1) to develop a profile of the resources which dual career couples identify for problem solving;
>
> (2) to test the utility of such a profile by way of its ability to predict perceived problem solving effectiveness and perceived problem solving methods of the couples.

With regard to the first intention, there were three research questions, one specifically geared to examine each individual dyadic relationship, and two relating to a couple-to-couple comparison.

In order to examine each dyadic relationship, the following research question was posed:

> (1) In reference to the dual career couple's problem solving, how do the resources the husband identified for himself and for his spouse compared with those resources the wife identified for herself and for her spouse?

The following questions were asked to achieve a couple-to-couple comparison:

> (1) What resources did dual career couples most commonly identify for themselves in problem solving?

(2) What resources were most commonly identified for problem solving by dual career couples for their spouses?

In order to test the utility of the profile, the following research questions were asked:

(1) Given the identified resources for problem solving, to what degree could problem solving effectiveness be predicted?

(2) Given the identified resources for problem solving, to what degree could problem solving methods be predicted?

The data for this study was collected during a 1978 study of "Coping Mechanisms of Dual Career Couples". Secondary analysis was utilized. The objective of this study was to answer the above questions in order to formulate hypotheses for further research about the work/family interface of dual career couples.

CHAPTER II

CONCEPTUAL FRAMEWORK

Many aspects of marriage have been studied. This research examined the problem solving activity within marriage. Marriage was viewed as a problem solving relationship in that spouses were assumed to be continuously involved in goal-oriented activities. This chapter highlights the role resources in the context of problem solving within a dual career marriage.

In order to describe the role resources play in the problem solving relationship, social exchange theory was employed. Before proceeding with this discussion, a description of marriage as a problem solving relationship and the basic premises of exchange theory was presented.

Marriage as a Problem Solving Relationship:

Marriage is an intimate interpersonal relationship between a man and a woman established to meet each other's needs.

Marriage is one means to overcoming the barriers in achieving long-term goals. Goals are problematic in that their attainment is far from certain (Kieren et al., 1975: 4). As a problem solving unit, couples attempt to attain such goals as raising a family, attaining economic stability, maintaining companionship and providing security.

Problem solving activity in a marital dyad is more complex than that of individual problem solving because goal consensus between the spouses is critical to effective marital problem solving (Klein and Hill, 1979: 496). Once a couple has reached a goal consensus, and has designated the role each member will play in problem solving, the focus of problem solving shifts to seeking out the best way to reach the commonly held goal.

The process of solving problems is ongoing since problems are interrelated and interdependent (Paolucci et al., 1977). For example, a couple want to buy a $100,000.00 house, but first the wife must secure employment. The alternatives of employment are restricted because a certain salary is required in order to qualify for a mortgage. In some cases, solution of one problem may influence the available alternatives for another problem. Experience in problem solving strongly influences a couple's future orientation of problem solving (Tallman, 1971; Aldous, 1971). Thus successful problem solving will increase a couple's confidence about their ability to meet the next challenge.

Two basic assumptions underline the human problem solving relationship. First of all, it is assumed that humans are basically rational in their prolem solving activities. In other words, they are consciously aware of the problem as such, and are cognizant of the process of generating and assessing alternatives. Secondly, it is assumed that humans make rational choices from various alternatives and can choose to implement that solution.

Aldous (1971) and Deacon and Firebaugh (1975) note that family members involved in problem solving may not search out all possible alternatives but may accept the first alternative which seems to suffice. Aldous, however, would not classify family problem solving as being random and unplanned. She speculates that "couples with adequate economic and educational resources eliminate most of the everyday problems which burden families and choose which situations to define as problematic as well as sequence the time period in which they must be solved" (Aldous, 1971: 268). Based on this assertion, such couples therefore demonstrate a certain measure of rationality and phasing of the problem solving process. For the purposes of this research, both rationality and choice were assumed to be a part of marital problem solving in dual career marriages since dual career couples have both adequate economic and educational resources.

The Social Exchange Framework:

Several conceptual frameworks have been proposed to explain family phenomenon (Christensen, 1964; Nye and Bernardo, 1968). The social exchange framework was employed in this research in order to help describe the role resources play in the dual career marital problem solving relationship. Social exchange is inherently goal oriented, and is appropriate for the goal-seeking activity of marital problem solving. The basic concepts of the theory will be briefly outlined in this section and will be used in subsequent discussions of the methodology and results.

The social exchange framework offers one way of describing the problem solving relationship on the "basis the benefits, costs or profits that such associations are expected to bring" (Homans, 1961; 1974; Blau, 1964). There are ten key concepts related to the social exchange framework. These are: social, exchange, resources, reward outcomes, cost, maximum joint profit, trust, process reciprocity, evaluation comparison level and comparison level of alternatives.

In order to establish a common understanding of these concepts, a brief discussion including definitions follows.

Scanzoni (1979) has suggested that the very term 'social exchange' as a label sets the parameters of the framework. 'Social' indicates that the description is primarily concerned with interpersonal interactions, whereas 'exchange' denotes that the particular interactions which involve patterns providing the partner with valued benefits or gratifications are important (Scanzoni, 1979: 307). Gouldner (1960) assumes that exchange brings about reciprocity in relationship because behaviour is limited to actions that are contingent upon rewarding reactions from others that cease when expected reactions are not forthcoming. In marriage one such reciprocal exchange occurs when the husband offers to babysit the children when the wife attends an evening meeting and she reciprocates by delivering five documents to a client on a day when he experiences extra pressure at work. In this example, time is a primary resource exchanged.

A close analysis of a social exchange indicates that resources are the commodities of social exchange (Rodman, 1972: 61). Social exchange, therefore, is the process by which resources are exchanged. This process will be discussed in the remainder of this section using the assumption that resources are the commodities being exchanged and that they derive value as rewards or costs.

Rewards or benefits are satisfactions a person receives for performing an activity (Simpson, 1972: 10). Rewards include the "reduction of drives and the meeting of needs", whereas costs are "factors which inhibit or deter behaviour by virtue of their unpleasantness or their interference with the performance of more desired behaviour sequences" (Simpson, 1972: 10). In this statement, sequences refer to a series of behaviours of interacting people in which their actions occur one after the other so as to reach some goal. A cost may be viewed as punishments plus alternative rewards foregone. Rewards on the other hand, are anything someone receives or any activity directed at him, that is valuable to him (Simpson, 1972: 4). Profits, therefore, may be determined by subtracting the costs from the rewards.

Reciprocity is an important concept in social exchange theory. While a simple explanation might be "something for something", it actually encompasses two motives simultaneously: "the individual profit motive and the relationship maintenance motive" (Traupman, 1976: 1). Marital partners reciprocate in order to maximize their rewards while ensuring that costs to the spouse are not as high as to jeopardize the continued existence of the relationship. Homans (1961) and Scanzoni (1978) suggest that some couples such as the dual career couple, in which the husband and wife have equivalent resources are more likely to strive for maximum joint profit (M.J.P.) rather than individual advantage. In order to meet this goal of M.J.P., negotiation (or bargaining) occurs when either partner "wants to alter exchange elements - the relative amounts of rewards that each receives and the obligations that each assumes - within the association itself" (Scanzoni, 1979: 307).

Inherent to maximum joint profit is the development of trust reciprocity. Trust as defined by Deutsch

(1973 :148), is desired (rewards) from one's spouse rather than what is feared (costs, punishments). In other words, one has confidence that one's spouse is concerned for the profit of both partners in relationship (M.J.P.). This confidence influences the negotiation process in that each partner in a trusting relationship would be more open to compromise than those partners in a distrustful relationship. Trusting partners are willing to take risks and to defer or modify behaviour to the extent that each spouse is convinced the other spouse will do the same (Scanzoni, 1979: 309). A state of interdependency evolves. The partners are mutually dependent upon each other for M.J.P., and in the same relationship negotiate independently in an atmosphere of trusting reciprocity.

Each social exchange or series of exchanges are evaluated in light of profits. Two standards guide this evaluation. The comparison level (C.L.) is the standard by which a person evaluates how satisfactory his outcome or profits are (Simpson, 1972: 10). Profits above an individual's comparison level are felt to be pleasant while profits below the comparison level are unpleasant. The second standard employed is the comparison level of alternatives (C.L. alt.). This is the standard by which a person compares the level of profits received in the existing relationship with those a person could potentially obtain from some available alternative social relationship or behaviour. If one's profits fall below this C.L. alt. the person will either leave the relationship for a better one, or will attempt to change the behaviour sequence by negotiation.

To this point, it would appear that rewards are only derived from the gain of resources exchanged; however, social exchanges are also intrinsically rewarding. Rewards accrue by virtue of the social exchange in and of itself. For example, Gross and Latane (1974: 212) found that individuals felt more positively toward people who helped them and more positively toward people they helped (Traupman, 1974: 1). Therefore, a social exchange is more than simply "give and take". An emergent quality exists which has been described as "intimacy" by Altman and Taylor (1973), "friendship" by Newcomb (1961), or "mutuality" by Levinger and Snock (1971). Numerous examples of this development of intimacy and mutuality have been found in marital interaction.

In summary, social exchange is the process by which resources are exchanged in order to achieve a goal. The goal of couples with equivalent resources is maximum joint profit (Homan, 1961). Rewards and costs are both extrinsic and intrinsic in nature. Exchange may be evaluated in light of the satisfaction derived from the outcome or profit and the comparative value of the profit with the perceived alternatives profit.

The social exchange framework was a particularly useful framework for dealing with the research problem at hand. While it focuses on ten central concepts and is less dynamic than some frameworks, it has these advantages: it allows for a deductive system of explanation, shares basic assumptions which are implicit in much of family research, and allows for a close examination of the dyadic relationship (Traupman, 1976). More specifically, the advantage of using the social exchange framework is that it shares the following with the problem solving framework: it is goal-seeking, focuses on resources as the commodity of exchange and shares the assumption of maximum joint profit.

Resources in the Problem Solving Relationship

Maximum joint profit rather than individual advantage is assumed to be a basic underlying goal of the dual career problem solving relationship. This assumption is based on the premise that "individuals with equivalent resources are likely to maximize each other's rewards" (Homans, 1961: 54). The goal of M.J.P. is problematic by virtue of the complexities involved in managing the various rewards and costs inherent in problem solving which involves a common goal.

The role that resources play in problem solving is influenced by the number and kind of resources available in the relationship. Individuals bring a variety of resources to marriage, some are made available for joint problem solving and a number of resources may be developed or acquired by way of experience and education. Viewing the problem solving process as social exchange, resources are exchanged between spouses as the means to attaining the common goal. In other words, the exchange of resources is instrumental in reaching the goal.

The goal of problem solving activity is to satisfy a commonly identified need while attaining maximum joint profit. Such a need is problematic in nature if its means of satisfaction is uncertain. Once a commonly identified need is deemed problematic, a couple might proceed with goal-directed activity or problem solving.

Seldom is there but one means of accomplishing a goal. In order that an acceptable solution may be found, a couple usually generates several alternative means of achieving the goal. Alternatives stem from the various combinations of resources available to the couple for exchange. Generating alternatives has its costs, because to have too many alternatives to choose from often makes the choice difficult and allows more opportunity for couple disagreement. Some combinations of alternatives mitigate against the basic goal of maximum joint profit, while other combinations simply do not attain the goal. For these reasons, the list of alternatives generated in marital problem solving is not generally exhaustive. Besides availability of resources, certain characteristics of the marital pair influence their ability to generate alternatives. A couple's adaptability (which may be defined as a composite of the resources of flexibility, empathy and motivation) influences the generation of alternatives (Tallman, 1965; Kieren et al., 1975; Kieren and Tallman, 1972). A flexible couple would be able to consider a wider range of alternatives for a single problem than a couple with a more restrictive frame of reference. Such a couple would minimize costs and maximize rewards of the process of generating alternatives by simply having more alternatives to choose from. In other words, there would be a greater probability of having an alternative which minimizes costs and maximizes rewards. Aldous (1971: 271) suggests that "for families with adequate economic and superior intellectual resources, problems can become opportunities for the exercise of pleasurable skills and take on a game-like character. A sort of playfulness may be even developed in the solution process which is itself conducive to the generation of alternative solutions". A couple's ability to perceive one another's moods, reactions, and feelings also facilitates the generation of alternatives. By understanding the other person's point of view (which is labelled in this conceptualization of adaptability as empathy), a sense of trust and rapport is developed. Such trust indicates a belief that the other person is considerate and will reciprocate rewardingly by generating alternatives that may achieve maximum joint profit. Such trust of reciprocity encourages the continued activity in the problem solving process.

Once several alternatives have been presented by each partner, the assessment process begins. Assessment of the alternative combination of resources is done in light of the perceived costs and rewards which would potentially be incurred should that exchange of resources occur.

Resources have various values. Continuously, throughout the problem solving relationship, a couple evaluates resources in light of their quality, quantity and applicability. This value system or hierarchy of resources established some general ground rules for exchange. These rules are renegotiated as the character of the resource and need change. Since dual career couples are presumably striving for maximum joint profit, they will attempt to exchange equally valued resources, thereby minimizing the costs incurred by either partner. These resources may not be the same kind of resource (interpersonal, personal or material) but they will be of similar value and appropriateness to the goal being sought.

Analysis of human resources indicates variable possession in terms of kind and amount. "Specialization provides each man with more of some resources than he can use and fewer of others than he needs. It therefore necessitates exchange. Exchange without specialization is impossible; specialization without exchange is silly" (Blau, 1964: 170). Therefore, as partners identify their own strengths in terms of resources, they may specialize and this necessitates exchange, an exchange of equivalent valued specialities.

It is not enough just to possess a resource to be useful in problem solving. If resources are to be utilized, they must be known and their usefulness recognized. The personal attribute referring to the ability to recognize and effectively use resources has been termed resourcefulness by Baker, (1970: 43). One can speculate therefore that resourcefulness limits the number and kind of resources available to the problem solving process. In order to understand resourcefulness, the distinction needs to be made between utilization, exchange and allocation. Utilization implies both exchange and allocation whereas exchange refers to the transfer of resources, while allocation is the distribution of resources among alternative goals. From Baker's statement, interpersonal perception apparently plays a role in the utilization of resources, and therefore perception influences exchange and allocation. Since marital problem solving is interpersonal in nature, one can assume that "interpersonal perception" is involved in the process of utilization of resources. In this context, Baker's statement suggests that both partners would have to perceive the existence and usefulness of a resource before it can be utilized. Safilios-Rothschild (1976: 357) supports this suggestion in her discussion of a couple's mutual awareness of a resource in determining the control a spouse has over that resource. The accuracy of interpersonal perception probably enables couples to achieve maximum joint profit, because the greater the accuracy of perceiving the other person, the greater the ability to see how that person valued the resource and what costs and rewards might be forthcoming. In a trusting relationship, both spouses would trust the accuracy of the spouse's perception of self and spouse as a resource in achieving M.J.P.

Insofar as interpersonal perception influences M.J.P. attainment, it also influences exchange and allocation. Resources are exchanged and allocated on the basis of perceived potential minimum costs, and maximum joint profit. Couples negotiate and bargain for achieving the combinations of resources that would best meet these criteria. Negotiation is employed because resources must be allocated among a number of goals, and each partner has a variety of resources that could be used. The couple attempts to achieve the distribution which allows the greatest number of goals to be satisfied and yet attain M.J.P. Once resources are allocated among the alternative needs, resources are exchanged. For example, consider a hypothetical dual career problem solving process to the following problem. The couple want to landscape their home this spring and tree planting component needs to be done within one particular ten-day period. They also want to take a month's holiday travelling. One partner has expertise in landscaping but hates to forfeit holiday leave to plant trees, and yet to hire a professional to do the landscaping would reduce the money available for holidays. After considerable negotiating and bargaining about the combinations of various costs/rewards, the partners decide to utilize the one's expertise at landscaping on a leave from work without pay. The other partner will continue the usual career but also do some freelance work to help pay for landscaping capital costs and to recover the money lost from the leave without pay of the first. This solution allows for both goals to be met, with the best reward/cost ratio, maximum joint profit attainment and utilization of both partners' resources.

The last step of the problem solving process entails evaluating the outcome or profit in terms of satisfaction of the initial need or problem. The outcome is then evaluated in terms of its comparison level of alternatives. In other words, it is evaluated in terms of how the need was satisfied in comparison to how it could have been satisfied in another relationship. This evaluation process serves two functions: (1) as a guide for future problem solving; and (2) as a means of intrinsic reward. In the first instance, evaluation serves to influence the couple's subsequent perception of problems, resources and the process of problem solving. When an outcome or profit is evaluated positively, this serves to enhance the couple's problem solving orientation. If the evaluation is negative, the couple may make alterations in future problem solving. After many negative evaluations, the couple may have become so unsatisfied that they forgo future problem solving encounters or seek alternatives to the marital relationship. The intrinsic reward derived from evaluation stems from positive evaluations. Positive evaluations, need satisfaction and goal attainment contribute to a couple's sense of control over life and each individual's feelings of self-esteem and self-worth (Smith, 1968). Therefore, evaluations essentially act as a feedback to the problem solving process and the marital relationship.

Summary:

The role resources play in the dual career problem solving relationship may be summarized by the following list of supported propositions and assumptions:

1. The number and kind of resources brought to and developed in a marriage influence the resources made available for joint problem solving (Baker, 1970; Kieren et al., 1975; Paolucci et al., 1977).

2. The generation of alternatives is influenced by the combination of resources available to the couple for exchange, as well as by the couple's degree of adaptability (Kieren and Tallman, 1972).

3. Assessment of alternative combination of resources is influenced by the perceived potential costs and rewards associated with each combination (Blau, 1964; Safilios-Rothschild, 1976; Scanzoni, 1972, 1978, 1979; Simpson, 1972).

4. It is assumed that the value of a resource is influenced by the kind, utility and appropriateness of that resource to the particular problem needing to be solved. (Deacon and Firebaugh, 1975; Nickell et al., 1976; Paolucci et al, 1977).

5. It is assumed that interpersonal perception influences resource utilization (allocation and exchange) (Baker, 1970; Foa and Foa, 1971; Luckey, 1961; Paolucci et al., 1977; Safilios-Rothschild, 1976).

6. Resource utilization is assumed to influence the satisfaction of the initial need or problem (Blau, 1964; Nye, 1976; Simpson, 1972).

7. It is assumed that the evaluation of resource utilization is influenced by the relative comparison of alternatives and the perceived potential alternative relationship (Homan, 1961; Thibaut and Kelley, 1959; Simpson, 1972).

8. The goal identified as problematic influences the number and kind of resources considered for utilization in problem solving (Aldous, 1971; Tallman - Miller, 1974; Shaw, 1971).

Figure 2.1 is presented in order to further aid conceptualization of the interrelationships of these propositions and assumptions.

The role resources play is highlighted in social exchange terms at each phase of the problem solving process. Although problem solving is an ongoing process, Figure 2.1 is a snapshot representation of one problem from identification to attainment. In reality, other problems would also be influencing the process in that they may compete for the available resources.

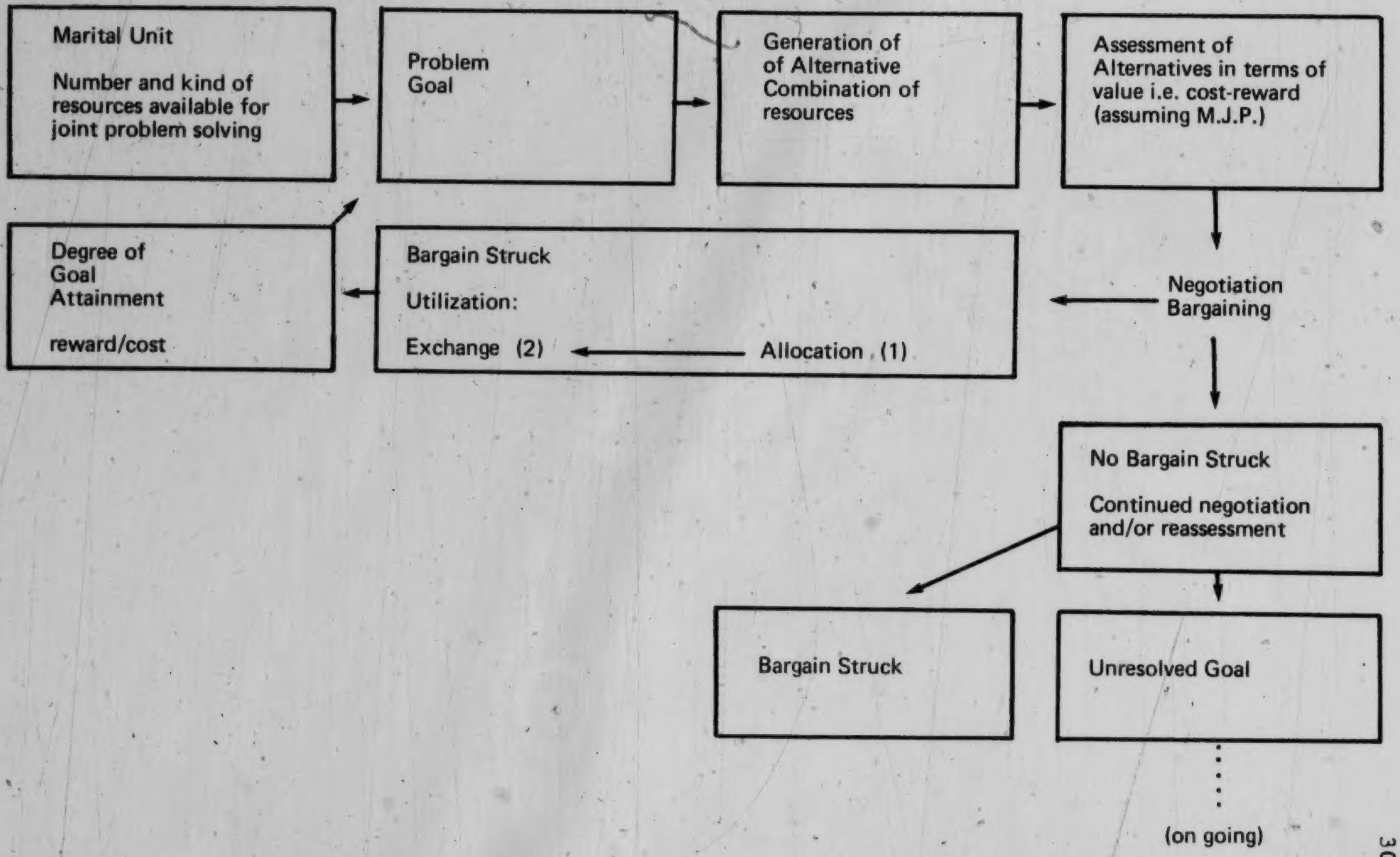


Figure 2.1 The role resources play in the problem solving process

Marital Unit
Number and kind of resources available for joint problem solving
Problem Goal
Generation of of Alternative Combination of resources
Assessment of Alternatives in terms of value i.e. cost-reward (assuming M.J.P.)
Negotiation Bargaining
Bargain Struck
Utilization:
Exchange (2)
Allocation (1)
Degree of Goal Attainment
reward/cost
No Bargain Struck
Continued negotiation and/or reassessment
Bargain Struck
Unresolved Goal
(on going)

CHAPTER III

REVIEW OF RELEVANT LITERATURE

Introduction:

This chapter reviews the relevant research associated with the role of resources in the marital problem solving of dual career couples. In order to more fully understand the role that resources play in the dual career problem solving relationship, it is necessary to discuss the main concepts that goven that particular relationship as well as the specific literature on resources in marital problem solving. Therefore the first section of this review will highlight the problems which precipitate problem solving activity in the dual career lifestyle. The second section will focus on resources in problem solving from two perspectives, from the work done in home management on family decision making and from work done in sociology and family studies relating to resource theory.

Home management work was basic to the identification of resources as being an important component in the decision making process. Much of the work dealt specifically with classifying resources according to various characteristics (e.g. tangible, intangible), and managing the allocation of resources among alternative ends (Deacon and Firebaugh, 1975; Nickell, Rice and Tucker, 1976; Paolucci, Hall and Axinn, 1977). Sociology and family studies, following the leads of home management, have also highlighted resources as participant to the decision making process and have extended the categorization of resources which has led to increased attention to resource exchange.

In the third section of this review, problem solving effectiveness will be discussed as a product of the problem sovling process. The review of problem solving effectiveness will provide a basis for the discussion of results related to the research question posed in Chapter One, given the identified resources for problem solving to what degree problem solving effectiveness can be predicted.

The final section of this review will deal briefly with the literature on interpersonal perception in problem solving. While this literature is rich and detailed, because perception is not the basic focus of this research, the review will be selective.

Problems of the Dual Career Couple:

The term "dual career" family was coined to define that type of family in which both heads of the household pursue careers while maintaining a family life together (Rapoport and Rapoport, 1969; 1971; 1978). The dual work family is different from the dual career family. Career denotes sequence of jobs which are developmental in character, and which require a continuous, high degree of commitment (Rapoport and Rapoport, 1978). Whether one's work efforts are a job or a career also involves differential perception and definition of work involvement, a career generally being defined as having greater personal importance in one's life. A dual career family has been arbitrarily defined as including a dual career marital pair and having at least one child living at home.

Recently, Rhona and Robert Rapoport (1978), pioneers in the field, reviewed the dual career literature in a complete and concise article. In examining the review, it becomes apparent that much of the research on dual career families has focused on the lifestyle and problems inherent within it. Three main issues seem to emerge: "(1) issues related to linkages between family and occupation; (2) issues related to relationships in the family; and (3) issues relating to linkages between family and non-occupational social institutions and networks" (Rapoport and Rapoport, 1978: 13). Each of these issues involve the management of costs and rewards of achieving and maintaining the dual career lifestyle. Therefore, the primary problem for the dual career family/couple is one of management and co-ordination, both within the unit, and in exchange as a unit with other parts of society.

Several studies have examined the costs and rewards involved in the dual career lifestyle. The costs have been discussed in terms of: (1) dilemmas - overload, normative identity, social network, role-cycling (Bebbington, 1973; Holmstrom, 1972; Poloma and Garland, 1971; Rapoport and Rapoport, 1969); (2) conflicts - expectations, ideals and feelings, norms; and (3) barriers - sex-role prejudices and stereotypes, finding appropriate jobs, institutional rigidity

(Holmstrom, 1972; Rapoport and Rapoport, 1969, 1971, 1978; Handy, 1978; Farris, 1978; Bailyn, 1978). These three terms are not mutually exclusive and deal with the same phenomenon. Fewer studies have examined the rewards of the dual career lifestyle because until recently, the major thrust of the research has been exploring the structure and function of the unit rather than the interpersonal dynamics. For the wife, the rewards come in the form of self realization, whereas the husbands valued having wives who were developing and fulfilling themselves (Poloma and Garland, 1971; Scanzoni, 1978). Although the costs of the dual career lifestyle are high, one assumes the rewards can be at least as high, but the problems of managing the costs and rewards persists. The goal of achieving a profit is problematic by virtue of the need for management in which the means of management was uncertain.

While there appears to be an assumption that dual career couples solve their problems, recently more attentions have been placed on the problem solving process. Kathy Weingarten (1978) proposes a coping strategy which she thinks allows dual career couples to cmbine work and family pleasures and responsibilities, in such a way that the goal of maximum joint profit can be attained. This coping strategy is termed interdependency, but also the capacity to be independent in the context of an intimate relationship. At any one time, one spouse may be dependent while the other spouse is independent, or they may both be dependent (or independent) coterminously. For example, consider two young, harassed school teachers simultaneously pursuing permanent status after three years of employment. It is an anxiety provoking time for both and each feels the need for love and support: they feel dependent. For an example of the independent/dependent pattern of interdependence, consider the wife being a harassed teacher with many obligations to fulfill immediately, while the husband has settled into his new position and is feeling comfortable with the reduced pressure. The wife depends on the husband for support and love, he can give freely because of his less anxious position. Interdependence is therefore the capacity to tolerate all four patterns, which thereby allow a couple to function adaptively in a variety of situations. Over the course of a dual career marriage all four patterns will probably be experienced. A couple may utilize one pattern of interdependence (e.g. he is independent while she is dependent) in the context of one issue, and another pattern (e.g. both independent) for a different issue. A particular pattern (both dependent) may also dominate a phase of the life cycle of the couple, and with the new phase, such as launching children, comes the implementation of a different pattern of interdependence, for example where the wife is independent while the husband is dependent.

Interdependence is descriptive of the mode of interaction in which couples manage the costs and rewards inherent in the dual career lifestyle and thereby strive to achieve maximum joint profit. Weingarten's discussion suggests that the three prerequisites to interdependence are (1) commitment and trust; (2) open communication; and (3) over the long term, balance reciprocity (Weingarten, 1978: 156-157). Exchange is thereby implied to be the process by which couples achieve interdependency. This in turn, raises the issue of what resources are exchanged in the various patterns of interdependency. Blau substantiates Weingarten's interpretation of independence in that "while reciprocal services create interdependence that balance power, unilateral dependence on services maintain an imbalance of power ..... while access to alternative sources of needed benefits foster independence" (Blau, 1964: 29, 119). Although Weingarten's definition of interdependence is broader than Blau's there is an overlap and one can hypothesize from Blau's statement that different resources would typify exchanges in each of the four patterns of interdependency. Although this present research does not strive to test this hypothesis, steps can be taken toward that end with the help of this present research.

In summary, dual career couples encounter the problem of managing the rewards and costs inherent in the dual career lifestyle. Essentially, this refers to the management and utilization of resources to attain the goal of maximum joint profit. Interdependency describes the mode of exchange interactions leading to this end.

Resources in Problem Solving:

A. Nature of Resources:

The first part of this section focussed on resources in problem solving from the perspective of work done in home management. Resources were discussed in terms of their characteristics and classifications.

Resources are defined in the home management literature as "what a family has or can create to get what it wants. A means to an end" (Paolucci et al., 1977: 136) or "as a means for meeting demands and goals" (Deacon and Firebaugh, 1975: 164; Nickell et al., 1976: 109). Implied in both these definitions is the goal-directed aspect inherent in the marital problem solving relationship introduced in Chapter II. Resources are viewed as means of attaining goals. These means may be readily available or in reserve; they may be actual or potential. In other words, resources can be created (e.g. knowledge and skills) through self-discipline and work. In addition, some resources are more finite than others. For example, money is more finite than love, and yet both can be classified as resources. Because of this variation, some resources are consumed with use while others increase with use (e.g. empathy), and yet all resources are employed to attain a goal. (One exception, are the underdeveloped resources which may act as a constraint on goal achievement (Nickell et al, 1976: 112).)

To facilitate recognition and understanding of resources a variety of classifications have been presented in the literature: human and material; economic and non-economic; tangible and intangible; interpersonal, personal and material. For the purpose of this thesis, the classification of interpersonal, personal and material resources was adopted. This classification was most suited to the interpersonal nature of the dual career dyad. Interpersonal resources are "those resources which involve interaction with at least one other person", personal resources refer to those "possessed by an individual - some innate, but most are learned skills or traits", and material resources "consist of time, money and other goods at one's disposal" (Kieren et al, 1975: 14). Such resources take a variety of forms, some more tangible than others as a result, it is somewhat difficult to identify all resources. Therefore, in order to more fully understand and recognize resources, it was useful to discuss four salient characteristics of resources: utility, accessibility, interchangeability and manageability (Nickell et al, 1976: 113).

Utility refers to the value, worth, applicability of a resource. It is determined by the user's knowledge and awareness of the potential that resources possess for goal satisfaction. In turn, the user's attitudes and interests influence utility because different users develop different skills according to their abilities and interests. Each user has his/her own set of values of which he uses to appraise resources; however, a resource loses its value or utility when the need for it is gone. "The utility lifespan of a resource may be determined by a number of factors including goals, knowledge of user, time, place of use and need and wants" (Nickell et al, 1976: 114).

Accessibility, the second characteristic, means that before a resource can be used, it must be within the grasp of the user. In other words, if a couple doesn't have ample money to go on a vacation, it makes little difference if their neighbour has a sack full of hundred dollar bills, unless the neighbour was to make the couple a loan. Resources exist and are accessible in varying quantities and qualities. Each couple differ in their possession and quality of resources. Some resources have elastic limits and can be stretched with conscious effort (education), whereas some resources take longer to cultivate than others (e.g. meaningful communications relationships). The home management literature suggests human resources such as flexibility and adaptability are important to the management of other resources.

Resources are interrelated and interchangeable, interrelated to the extent that one may be substituted for or exchanged with another in pursuit of a goal. Equal substitution is not a requirement of resources, as a result, resources may be used in a multitude of ways. Time, energy, space, air and sound are resources that are interwoven into the use of almost all other resources. In other words, these five resources are employed coterminously with other resources.

In addition to substitution, resources may also be converted. Usually conversion takes time, it is not an immediate transfer. For example, in the conversion of $100,000.00 for the purchase of a house there is a time lag between the time the money is first paid out and the time the house is officially purchased. As mentioned in the opening remarks, resources are also created by investing time, energy and money in human capital (e.g. education).

The fourth characteristic of resources is that they are manageable. Individuals have at least some limited control over them, some resources being more controllable than others. The quality of manageability allows individuals to predict the outcomes of resources used in various ways. This characteristic is vital to the basic idea of problem solving. Without having control of resources, one would be unable to assess alternatives in light of their probable outcome (costs/rewards) and would be unable to implement a solution. "Resource manageability therefore means that goals may be achieved through conscious choice and application" (Nickell et al, 1976: 120).

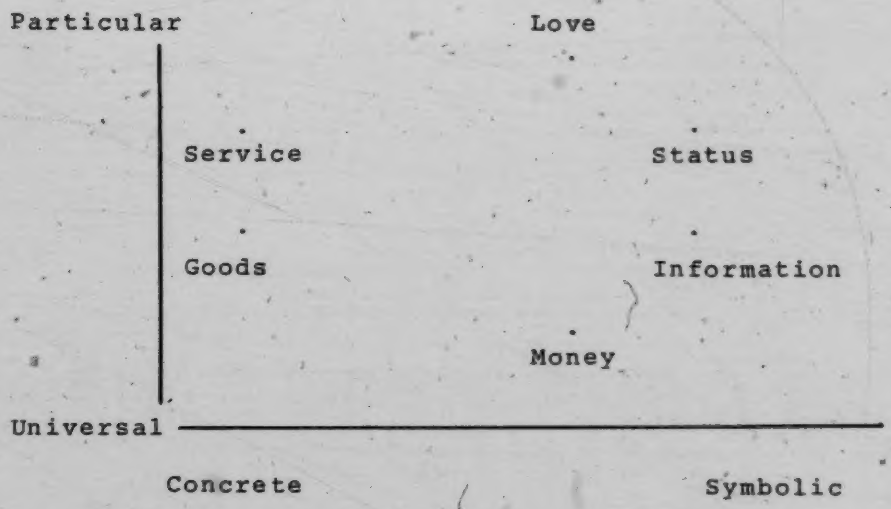
In order that resources can be managed, they require a means of measurement. Material resources are most often measured in terms of quantity whereas personal resources are measured in terms of the constraints.

For example, in marriage material resources such as money, clothes and houses can be quantified into dollars, number of skirts, shirts, etc., and square footage of living area, whereas personal and interpersonal resources not so easily quantified. Communication cannot be easily measured in terms of simply the quantity of communication, but is influenced by the amount of time available for discussion. The quality of the discussion also influences the measurement. Certain values are also attributed to resources in terms of their availability in that some resources are more scarce than others. Resources are managed in terms of their utility, accessibility and interchangeability.

Throughout this discussion, exchange has been implied but not specifically dealt with. This reflects the relative lack of discussion of exchange in the early home management literature, however, more recently Paolucci et al (1977) discusses exchange of resources in the interpersonal family setting. "To be used, resources need to be allocated and exchanged" (Paolucci et al, 1977: 137). Allocation makes reference to manageability as discussed earlier, in that resources are distributed among alternative ends on the basis of utility of accessibility, interchangeability and value; whereas exchange is the process by which resources are transferred. The element of bargaining or negotiation is introduced as participant to the allocation.

Paolucci et al rely heavily on the work of Foa and Foa (1971, 1973, 1974) to explain the process of exchange. The work of Foa and Foa, seems to be isolated from the works of home management and sociology, but it warrants discussion because of its specific focus on the exchange of resources. Foa (1971) developed a theory to allow different resources to follow distinct rules of exchange. Interpersonal resources and economic resources were classified as (1) love, (2) status, (3) information offered as advice, (4) money, (5) goods, (6) services. Each of these resources were classified on a concrete to symbolic and particularistic to universal scale. Placing these two scales at right angles to one another with the universal and concrete ends meeting the distribution of resources was established. (See Figure 3.1.) Foa and Foa discuss the rules of exchange in great particular detail but basically the theory states that the more particular the resources, the greater the probability that it will be exchanged with the same resource, non-particularistic resources tend to be exchanged with different ones. Similar rules of exchange may be applicable to two close resources while different rules would exist for the exchange of more distant resources.

Figure 3.1


Particular
Love
Service
Status
Goods
Information
Money
Universal
Concrete
Symbolic

For example on the particular scale, love may be exchanged with only a select group of people such as one's spouse, children and parents whereas money would readily be exchanged with a stranger. On the concreteness scale love and money are similarly position because they both may be exchanged in concrete and symbolic forms.

Foa and Foa's works have helped fill the gap in the literature about the exchange of resources.

Although their framework was very general and did not deal specifically with families or couples, it seems to be a logical extension of the home management literature because it deals specifically with the exchange of resources.

Thus the home management literature, focussing on resources and led by home economists like Nickell, Dorsey, Gross, Crandall and Magrabi, contributed the following information relative to understanding the role of resources in the problem solving process: emphasized resources, discussed the character and interrelatedness of resources and encouraged the management of resources among alternative ends all within the context of decision making. Until recently, a rather statis picture of resources was implied but not discussed explicitly. The recent works of home economists like Paolucci, Baker, Deacon, and Firebaugh deal with the dynamics of the decision making process and therefore include a discussion of the exchange of resources. Despite recent efforts in the home management field, to discuss the dynamics of the problem solving process one basic limitation of the work remains which involves the issue of a couple hierarchy of resources. Resources have been discussed in terms of their utility or value to the individual without any reference to a priorized ordering of resources for the couple. Therefore, it remains unclear whether certain kinds of resources are priorized for dyadic utilization more than other resources. Foa and Foa have suggested a hierarchy does exist on an individual basis but further work is needed to examine the hierarchy of resources used by a couple or family. It would seem that interpersonal and personal resources would be most important since economic resources are equivalent for both partners. Negotiation and bargaining may determine the utility of recognized resources.

B. Resource Theory

Resource theory offers further insights into the nature of resources and suggests the means by which these resources are transferred. This part of the review briefly outlined the contributions of the resource theory.

The resource theory states "that the balance of power will be on the side of that partner who contributes the greater resources to the marriage" (Blood and Wolfe, 1960: 12). Normative behaviour has been shown to influence the relationship between relative resources of spouses and the power in marriage (Buric and Zecevich, 1967; Safilios-Rothschild, 1967, 1969, 1970; Rodman, 1967, 1972) and has been interpreted as a contingency variable (Cromwell and Olson, 1975). Theory of resources has been widely used in the study of family power. Many theoretical and methodological criticisms appear in the literature (Burr, 1973; Olson, 1969; Olson and Rabunsky, 1972; Safilios-Rothschild, 1969, 1970; Sprey, 1972), however, many studies continue to be influenced and strive to test the theory (e.g. Oppong, 1970; Richmond, 1976). Despite the criticisms of the resource theory, two important contributions are made. First of all, the resource theory highlights resources in an interpersonal problem solving relationship. Spotlighting resources in this manner generated considerable research. Secondly, the theory initiates the idea of comparative resourcefulness - comparing husband and wife on the same resource. (For the purposes of Blood and Wolfe's study (1960) comparative resourcefulness was a measure of dictated power in decision making.)

In addition to these two contributions of the theory, Blood and Wolfe (1960) identified resources which spouses brought to the marriage (e.g. income, education, occupational status). Since then, Safilios-Rothschild has extended the list of resources to include the full range of resources exchanged between spouses. Her list includes: "(1) socio-economic (money, prestige); (2) affective (e.g. love, feeling needed); (3) expressive (understanding, support); (4) companionship (social leisure, intellec[illegible]l); (5) sex; (6) services (housekeeping); (7) power in the relationship (Safilios-Rothschild, 1975: 356). Safilios-Rothschild clearly stated that this list does not imply that these resources are necessarily exchanged between all spouses nor that they have the same importance for both spouses in a marital dyad. This expanded list of resources reflects a more dynamic view in that resources are not only considered to be brought to a marriage but are also viewed as being created via that relationship (e.g. companionship, affection). This interpretation is congruent with what authors (Deacon and Firebaugh, 1975; Paolucci et al, 1977; Baker, 1971) in home management have stated about the nature of resources.

Another sociologoist, Kuhn (1975: 34) distinguishes between two types of resources: information and mass/energy on the basis of whether we want "to learn something from it" or "do something with it". Kuhn also highlights two levels of resource consideration. The organization level constitutes the level at which major policies concerning overall allocation or direction of total family money, materials, energy, goods, housing, etc. are made. At the second level, the task level, the particular resources may be perceived or treated as limited. Therefore differential perceptions at the task level might call for substantial readjustment at the organization level. Paolucci (1977) explains that mass-energy is a basic family resource, however, in order for mass-energy to be useful to the family, it must be perceived as information and converted into a form that will allow specific goals to be achieved (e.g. food, gasoline, clothing, material goods).

Included in the construct of resources are expert ability in a task and access to relevant information as well as the ability to give and withhold rewards and punishment (French and Raven, 1959; Wolfe, 1959). Resource theory only implies exchange of resources whereas more recent work by Safilios-Rothschild is much more explicit about the use of exchange in the discussion of resources. Costs involved in receiving the benefits of these resources and the costs incurred from the withdrawal of these resources has become the focus of recent discussion (Safilios-Rothschild, 1976). Safilios-Rothschild employs the social exchange framework to help explain the transfer of resources. She states that as American society changes sociopsychologically and sociostructurally, important changes will be introduced in the exchange process of many present and future marital dyads. "The more women are able to gain direct access to socio-economic resources and the more this access is on par with that of men, the greater is the probability that the crucial exchange between spouses in individual dyads will entail other than the socio-economic resources. The crucial exchange will instead entail expressive, affective, sexual and companionate resources and of course power" (Safilios-Rothschild, 1976: 361). In dual career couples, the husband and wife both have direct access to the socio-economic resources. Since the wife is employed in a professional career, her socio-economic resources likely are equal or nearly equal to her husband's, therefore one would expect that the couple's exchange would primarily include expressive, affective, sexual and/or companionate resources. Scanzoni's recent (1979) discussion of social processes and power in families serves to support this hypothesis. Scanzoni also views the implementation of resources in terms of social exchange.

In summary, resource theory highlighted resources in an interpersonal context, and initiated the idea of comparing husband and wife's resources. Exchange was implied as the means of using these resources. Although resource theory originally was designed to predict power, power has since been categorized as a resource (Safilios-Rothschild, 1976). Resource theory stimulated a wealth of research about family power, yet, little energy has been spent on examining the resources or the multiple dimensions (Safilios-Rothschild, 1969) of power. Only recently (Safilios-Rothschild, 1976; Richmond, 1976) have resources begun to be studied in terms of their nature and character and application in the interpersonal relationship of marriage.

Problem Solving Effectiveness

Having discussed the problems inherent in the dual career lifestyle, the nature of resources and the means of social exchange, it is necessary to discuss the outcome of the problem solving process. Problem solving effectiveness is the desired "end-point product against which the entire process may be assessed" (Klein and Hill, 1979: 499). Problem solving effectiveness is defined as the "degree to which family problems are solved to the mutual satisfaction of the family members" (Klein and Hill, 1979: 499). In social exchange terms, problem solving effectiveness may be determined by the degree to which the need was met (or the goal attained) and the amount of profit derived from the exchange.

In a recent article on the determinants of family problem solving effectiveness, Klein and Hill reviewed the partial range theories of family problem solving. Because this article is an up-to-date review of the literature, it was utilized as the basis for a discussion of problem solving effectiveness.

In this article, Klein and Hill extracted seventeen interaction variables from the partial range theories which are thought to be determinants of problem solving effectiveness. Interaction variables are those factors characteristic of the family interaction. The ways in which the behaviour of family members is organized for problem solving, constitute the factors theorized to have the greatest immediate impact on family problem solving effectiveness. The importance of the interaction for problem solving is indicated by the strong emphasis it is given in virtually every problem solving theory formulated to date. Klein and Hill extracted and discussed only the most salient interaction variables presented in the literature.

Although Klein and Hill's discussion of interaction variables does not relate directly to resources, the various interaction variables imply what type of resources may be exchanged during a characteristic type of problem solving interaction. For example, Straus (1968), Tallman-Miller (1974) and Cohen (1974) theorized and found support for the view that the amount of verbal communication, an interaction variable, positively influences problem solving effectiveness. In order that a family or a couple have verbal communication, an interaction variable, the members must possess some verbal communication skills (a resource) and time (resource). The quantitative use of this resource positively influences problem solving effectiveness. Each of the interaction variables implies one or more resources. Table 3.1 summarizes the interaction variables and cites some examples of implied resources. Since these various resources are merely implied, the resources for exchange are speculative in nature, however, such speculation can form the basis of testable hypotheses.

The primary research focus for family problem solving researchers in the last twenty-five years, has been to predict problem solving effectiveness (dependent variable) given a certain interaction variable (independent variable). However, situational contingencies (characteristics of the problem) affect the relationship between interaction variables and therefore influence problem solving effectiveness. Stated simply, difficult problems should be less effectively solved than easy problems, assuming that as the effort, knowledge and skill required to solve a problem increases, there will be fewer families possessing these resources. This suggests that families vary in the degree to which they possess problem solving resources, therefore one cannot expect one particular kind of interaction pattern to universally facilitate effective problem solving. However, assuming that dual career families experience similar problems, as suggested by the dual career literature, the effect of the situational contingencies is somewhat controlled and the resources and interaction patterns which dual career families use to facilitate effective problem solving becomes of primary interest. The emphasis of this study is to examine the resources dual career couples use to facilitate effective problem

TABLE 3.1 EXAMPLES OF RESOURCES IMPLIED BY INTERACTION VARIABLES ISOLATED (KLEIN & HILL, 1979)

INTERACTION VARIABLE	PREDICTED SIGN OF EFFECT	STUDENTS	RESOURCES IMPLIED
Amount of verbal communication	+ (weak)	Straus (1968) Tallman-Miller (1974) Cohen (1974)	- communication skills, time, opportunity
Creativity	+	Straus (1968)	- mental flexibility, openness, risking
Elaborateness of language codes	+	Tallman-Miller (1974)	- education, communication
Amount of support	+	none	- empathy, understanding
Amount of nonverbal communication	+ (weak)	Straus (1968) Cohen (1974)	- body awareness, communication feedback
Amount of conflict	+ (weak)	none	- conflict, knowledge of disagreement
Concentration of verbal communication	- (weak)	Tallman-Miller (1974)	- communication, time, motivation
Concentration of creativity	-	none	- motivation, trust, flexibility, openness
Concentration of elaborate language codes	-	none	- trust, the code itself
Concentration of support	-	none	- empathy
Concentration of nonverbal communication	- (weak)	Cohen (1974)	- feedback, trust, body
Concentration of conflict	-	none	- motivation, confidence
Centralization of power	-	Tallman-Miller (1974) Cohen (1974)	- power, leadership

TABLE 3.1 EXAMPLES OF RESOURCES IMPLIED BY INTERACTION VARIABLES ISOLATED (KLEIN & HILL, 1979)

(cont'd.)

INTERACTION VARIABLE	PREDICTED SIGN OF EFFECT	STUDENTS	RESOURCE IMPLIED
Coordinative leadership	+	none	- communication, management skills, cooperativeness
Phasing rationality	+	Reiss (1971a, 1971b, 1971c)	- adequate economic and education resources, cognitive ability
Legitimacy of power	+	Tallman-Miller (1974)	- common values
Expert power	+	none	- specialization of resources

solving and see if these resources can help predict the degree of problem solving effectiveness.

Introduction to Interpersonal Perception

The fourth and final section of this review deals selectively with the literature relating to interpersonal perception with marriage. Although a wealth of information is written on interpersonal perception, this review will deal only very briefly with that literature related to the agreement or disagreement of interpersonal perception amongst husband wife. This review is necessary because one of the research questions refers to the reported perception of a husband compared to the reported perceptions of one another's resources used for problem solving.

"Interpersonal perception refers to the perceptions of the moods, attitudes, perceptions and behaviour of one's spouse" (Larson, 1974). Interpersonal perception varies according to the level of study. Three levels of study are presented in the literature, two of which were relevant to this study, each reflecting the fact of difference or similarity, but it does not reflect acknowledgement or distortion of this fact. Level II perception, however, refers to the accuracy of predicting

Level I response of one's spouse. Therefore, a couple who think they agree but do not (Level I) are different from a couple who disagree and are aware of the disagreement (Level II).

Inherent at each level of study is selectivity of the individual respondent. The individual, husband or wife, perceives himself, others and situations in terms of previous experience, present situations and the character of the stimuli[2]. Each perception is a function of the individual's filtering selectivity. Values and goals possibly influence the selective process. For example, an individual who values creativity and beauty may find beauty in an old rocking chair whereas someone else would consider the chair a piece of junk. However, selectivity is not as simple as it may seem. The individual's past experience with old rocking chair, the time of the day, etc. all influence the selective process at a particular point in time.

The bulk of theory and interrelations of research findings indicate that where individuals perceive similarly and frames of reference are thus shared, communication is easier and the relationship existing between individuals concerned is more satisfactory

(Luckey, 1961). Therefore, researchers (Lewis, 1972; Murstein, 1970; Lennard and Bernstein, 1969; Festinger, 1957) suggest that the key to the establishment and maintenance of a marital relationship rests on the agreement of perceptions between spouses. Larson (1974) cautions that the fact of disagreement is essentially useless information without ascertaining whether this fact is known by one or more family members. The point being that to know about a disagreement of perceptions is much different than to disagree but not know it. Disagreement, Larson argues, is not inherently a negative feature of a family relationship. It may in fact be conducive to change and development. The important consideration is the level of analysis the couple or family are being viewed at.

Summary

This review of relevant literature has served to acquaint the reader with role resources play in the marital problem solving relationships by discussing the main concepts and specific literature pertaining to the particular relationship. The problem inherent in the dual career lifestyle were highlighted. The resources in problem solving were discussed, with aid from the works of home management and sociology. Problem solving effectiveness was introduced as the end-point product of the problem solving process. Finally, a brief introduction to the idea of interpersonal perception and selectivity for the purpose of facilitating the analysis of one of research questions. The next chapter outlines the research design.

CHAPTER IV

RESEARCH DESIGN

In this chapter, the research design was presented. Initially the sampling procedure and data collection of the original study was briefly discussed. Following that, a detailed discussion of the instrumentation and data analysis specific to this present study was presented.

Sampling Procedure

Dual career couples were the subjects of interest in this study. The study was designed to explore the nature of the unit and therefore a non-random, purposive sample was carefully chosen as it best met the needs of the study. A representative sample would have been difficult, if not impossible to draw because of the low visibility of dual career couples in the community and the fact that no exhaustive lists of dual career couples meeting the sample criteria were readily available. Non-random purposive samples have a chance of bias and are somewhat limited in generalizability, but the purpose of this study was one of exploration and description and not one of inference. Therefore, the sample was appropriate for the intended study.

Each couple was judged in terms of the following criteria before they were included in the sample. The criteria were as follows:

(1) married and living together;

(2) residing in Alberta;

(3) both spouses must be actively committed to demanding careers for at least one year (demanding career were operationalized to mean one requiring a high degree of education whereas highly committed was measured as working for 15+ hours a week);

(4) at least one child under 16 years of age is living at home.

In attempts to reach dual career couples, advertisements were placed in local professional newsletters and personal contacts were asked to submit names of friends and associates who met the sample criteria and who they thought would willingly participate.

Data Collection

With the use of ads and personal contacts, a list of 130 dual career couples were completed. Each couple was sent an explanatory letter, two questionnaires, and a stamped, self-addressed return envelope. Also enclosed was a stamped, self-addressed card which offered an incentive of a free book (Shifting Gears by Nana and George O'Neill) to those who completed and returned the questionnaire. Couples could also request a summary of the research findings on this same card. Two weeks following the initial mailout, a reminder was sent out to the entire sample. Again two weeks later another reminder was sent out.

Of 130 couples contacted, 53 couples responded which is a 41% return, from these 44 couples met "a priori" criteria. The return was relatively good in comparison with other mailout questionnaire surveys which have been reported to have an average return of 10 - 50% (Hill and Hanson, 1964). In addition, a return of 41% is quite high for dual career couples who are known to be particularly busy individuals, and considering that, the initial contact was made with the questionnaire and not an introductory note or telephone call designed to establish rapport.

For the purposes of this present study, the sample consisted of 44 couples. In some cases, not all persons answered a question and therefore the number of respondents is indicated with the results.

Instrumentation

Data was collected for a study of the coping mechanisms of dual career couples (Kieren, 1978). An eight-page questionnaire (Appendix A) was designed to explore the demographic variables, marriage and family characteristics, problem solving mechanisms and career attributes of this special group of married couples. The questionnaire was designed to be equally applicable to both men and women, therefore the same form was utilized for both spouses. This allows the husband and wife to be compared as to their responses on all questions.

While the questionnaire was designed to examine several areas of interest about the dual career couple, for the purposes of this study, the demographic and problem solving sections are of primary concern (refer to Appendix A, Page149, for the specific questions asked in each section).

Since problem solving in marriage was presumed to have different interpretations, the section was carefully prefaced as follows:

> "Problem solving is a positive activity in families in that it is directed toward attaining goals. A problem is defined as any situation in which there is a desired but unachieved goal (e.g. deciding where to go on a trip; how to discipline a child). If a situation is a problem, no habitual response is available so a new response or solution must be found. The following questions ask you to describe your problem solving pattern."

The preface allows all participants to have a common understanding about problem solving and less likelihood of misinterpreting the questions that follow. It may have also developed a kind of apport with the respondent so as to encourage him/her to answer the somewhat measured questions.

The following variables were measured in the problem solving section: goals for family problem solving, effectiveness and satisfaction, the resources identified for problem solving method and style and problematic situations experienced by dual career couples. (Refer to Appendix A for the specific questions.) Most of the questions were straight-forward with the exception of problem solving style which is discussed below.

Problem Solving Style

Question Nine under the problem solving section was designed to yield a description of a couple's problem solving style. Twelve bipolar adjective scales were presented which would best represent the couple's problem solving style. This descriptive technique is a semantic differential technique and stems from work done on the semantic differential by Osgood, Suci and Tannanbau (1957) and a specific problem solving scale by Henton, Richard (1977). Semantic differential scales measure three dimensions of the semantic space. The dimensions include (1) an evaluative factor which represents the attitudinal factor, (2) potency factor which concerns power and the things associated with it, and (3) an activity factor concerned with quickness, excitement, warmth, agitation and the like. Each dimension has four adjective scales with a seven step scale on each to serve as the means of measurement.

To avoid "halo" effects the scales were randomized in reference to the type of dimension they described, and to the direction of polarity.

In the problem solving scales, each respondent was requested to place a slash at one point on each scale, which best described the couple's problem solving style in terms of a particular bipolar adjective. (Refer to Appendix A, Page 154 to view the instrument.) The slashes on each of the twelve scales was coded with a numerical value of one (very negative) to seven (very positive) with four representing a neutral response. This numerical value represented the person's score on each scale. The sum of the twelve scale scores yielded a person's individual problem solving style score. The summation of the husband's and wife's individual score yielded the couple's problem solving style score. This means of scoring has been used before with respect to problem solving (Henton, Russel, 1977; Longanecker, 1974). Henton and Russel's instrument used nine of twelve scales employed in this present measure. These nine scales include: shallow-deep; motivated-aimless; skillful-unskillful; ineffective-effective; infrequent-frequent; flexible-rigid; deliberate-impulsive; rewarding-unrewarding; and diffuse-concise. Henton and Russel checked these nine scales for content and concurrent validity and found the the instrument to be valid. Three more scales were included in the present study because research indicated that these factors were descriptive of problem solving style and couples could be differentiated on the scale. These three scales include: active-passive (Aldous, 1971); emotional-unemotional (Aldous, 1971) and one-sided-joint (Turner, 1970; Tallman, 1970), each having content validity.

One additional comment is necessary to clarify the instrumentation used in this study. In the pre-test a very low percentage of the respondents answered the open ended questions posed about resources, therefore examples were included in the actual survey in order to stimulate response. The question with examples read: What personal, interpersonal or material resources do YOU use for problem solving? List those you can identify (e.g. communication, time, money, patience, etc.). The examples were chosen on the basis of stimulating responses of reach type of resource. Communication was intended to stimulate response regarding interpersonal exchanges, time and money referred to material resources, while patience was chosen in reference to personal resources. Although such examples influence the responses of dual career couples, the use of examples was warranted on the basis of previous low response.

Data Analysis:

Secondary Analysis:

This study utilitzed secondary analysis of data which was collected for a study of the problem solving mechanisms of dual career couples. Secondary analysis has been defined as the "extraction of knowledge on topics other than those which were the focus of the original survey" (Hymann, 1972). Whereas the original study utilized resources as a descriptive tool to illuminate the problem solving process, the current analysis proposes to take a much more detailed look at individual and couple resources and to create a resource profile for the dual career couple. Secondary analysis has been chosen as a means of study in this research for three primary reasons:

(1) Secondary analysis is more economical than primary research, in terms of money, time and personnel.

(2) Dual career couples are highly active, busy people with a definite premium on their time. It seems only practical to efficiently use what data has already been collected rather than trying the patience of the respondents with several studies. In the social sciences, participants are valuable resources to research, and it is crucial not to deplete that resource.

(3) The researcher can potentially be more objective about the data since she was not involved in the collection process.

Resource Profile:

Creating a couple profile of the identified resources of the dual career couple was the major descriptive strategy used in this research. Kerlinger (1979: 272) defined "profile" as a set of scores from a set of tests or measures. This implies interval measure. For the purposes of this research, the couple profile consisted of various classifications of resources reported for problem solving. This implies nominal measures. The profile was a comprehensive description of the identified resources within each dual career couple, and allowed for a couple to couple comparison. Two levels of perception were recorded: (1) the resources identified for oneself in problem solving, and (2) those resources one perceived the spouse as using in problem solving.

The dual career couples were examined and classified in light of three variables: the kind of resources identified, including interpersonal material and/or personal; the frequency of matches between the resources reported by the husband for himself and those reported by the wife for him (and vice versa for the wife);

and the total range of resources identified by the couple for oneself and for each other excluding the duplications for the individual.

Once the couples had been classified according to the three resource variables, and before proceeding to study the association between the resources identified and the problem solving effectiveness and style, the possible confounding effects of selected demographic variables required examination. This investigation clarified whether the relationship between resources and problem solving effectiveness and style was influenced by the selected demographic variables.

The demographic variables to be included were chosen purposively. The first demographic variable, the difference between the husband's and wife's income, was chosen on the assumption that if the wife has less of a resource (money) than her husband, she may possess different resources (kind and number) than if the couple earns a similar income. The second variable selected - similarity/dissimilarity of career - was chosen on the assumption that couples with similar careers will have more of the same resources than couples with dissimilar careers. Thirdly, resources were examined in reference to the age of the husband, that is on the assumption that the number and type of resources probably vary with age of the couple therefore the husband's age was used as an index. Finally, the primary goal identified for family problem solving was examined. Since only certain combinations of resources can be used to attain a goal, one can assume that a couple's problem solving goal influences the resources identified for use in problem solving. Therefore, the fourth variable to be examined was the relationship between the three resource variables and the problem solving goal, in this way one can clarify if the resource variables were merely reflections of the goals set for problem solving.

Chi square test of independence were employed to test the independence of these demographic variables and the three resource variables described above. The corrected contingency coefficient was used to determine the degree of association if the variables were found not be independent. If a significant degree of association was found with one or more of the demographic variables, further analysis utilizing the resource variables controlled for the association with the demographic variable, thereby controlling for a confounding effect.

Following this check for confounding effects, the association between the three classifications of couples, based upon the three resource variables, and problem solving style and effectiveness were measured. Lambda, the Guttman's coefficient of predictability, was the statistical tool employed. Lambda is a measure of nominal level association which makes no assumptions concerning the distribution of the variables. "It may be computed whenever data can be categorized" (Champion, 1970: 213) and it has a direct proportional reduction in error interpretation. In general terms, Lambda is comparable to pearsons r^2. In each instance, the resource variable was considered as the independent variable, therefore the asymmetric lambda was computed to determine the reduction in error of predicting problem solving effective or style given the classification of couples by resource variables.

A non-random purposive sample of forty-four dual career couples responded to a questionnaire which provided the data for the present research. The data collected from the questions pertaining to demographic variable resource, problem solving style and effective was extracted and used in this secondary analysis. A resource profile was designed to examine dyadic resources, followed by a couple-to-couple comparison. The utility of the profile was designed to be tested as to the degree of association with problem solving style and effectiveness lambda was the resource of association used.

CHAPTER V

DATA ANALYSIS

This chapter consists of a demographic description of the dual career sample, a brief career analysis and a discussion of the results pertinent to answering the research questions. Chi square, the corrected contingency coefficient and lambda have been employed as statistical tools.

Demographic Description

The age composition of the sample was somewhat influenced by the criteria that a dual career couple must have at least one child living at home in order to be accepted as part of the sample. The ages of the sample ranged from 29 to 56 years with the mean age of men being 39.6 years and for the women 37.8 years. The difference in age between husbands and wives varied from zero to nine years. Twenty-eight (63.6%) of the sample have less than two years separating the age of the husband and the wife.

All couples in the sample had been married at least five years, with one couple being married twenty-six years. All couples in this sample were in their first marriages, and the average length of marriage was fourteen years. The number of children per family varied from one to eight with the mean being 2.5. The children's ages ranged from three weeks to twenty-two years, with the average of ten years. The model age of the youngest child at home was one year old, therefore many of these dual career couples were experiencing the immediate demands of an infant as well as family and career demands.

As in many other dual career studies, this sample consisted of highly educated men and women. All but one person in the sample of eighty-eight individuals had some college education. Fifty per cent of the group (59% of the men and 41% of the women) had a doctral degree, this category including degrees of M.D., Ph.D., Law Degree or D.D.S. Nine per cent of the sample held Masters degrees (68% men and 11% women) whereas 17% had some post graduate education (11% men, 23% women). Of the remainder of the sample, 15% had a baccalaureate (16% men, 14% women); and 8% had some college or vocational training (5% men, 11% women).

Career Analysis:

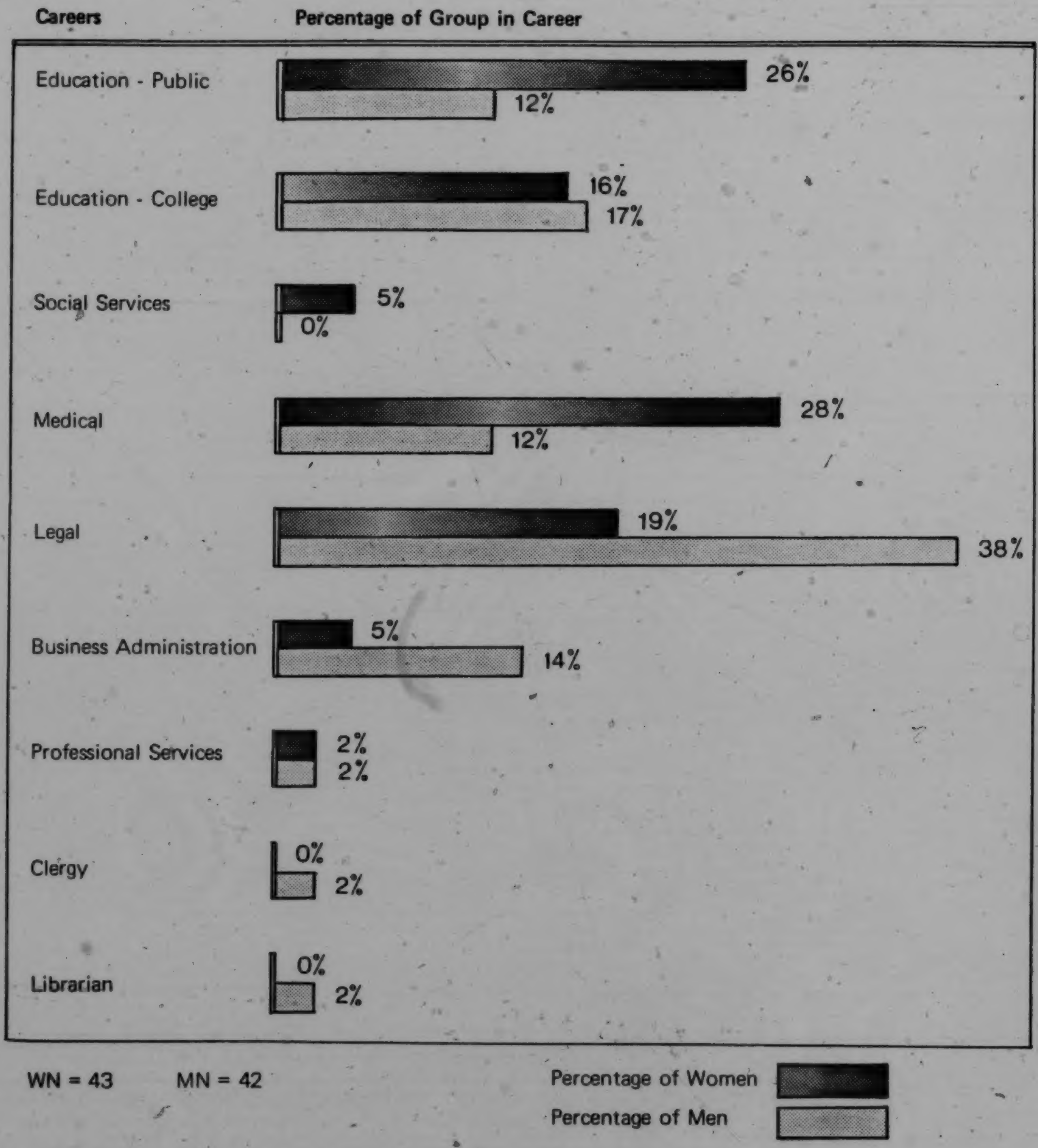
The career analysis was intended to describe the sample as well as examine three possible resources. The three possible resources and the type of career were the net time available per week after the time spent in career involvement, and the income derived primarily from a career. These variables were termed possible resources because the dual career couple may or may not perceive them as resources in problem solving. The results presented in this section are discussed more fully in Chapter VI.

Since the way in which a dual career couple defines its work involvement distinguishes it from a dual work couple, it is necessary to discuss the chosen careers of the couple since they may be perceived as a resource.

Table 5.1 indicates that women in the sample were most involved in careers in education (42%) and medicine (28%), while the men in the sample were mostly involved in the legal (38%) and educational (28%) professions. By viewing each couple as a unit, it was further noted that in 44% of the cases both husband and wife had similar careers. The bulk of these couples were involved in educational (17%) or legal careers (15%) while 10% of the couples having similar careers had medical careers. In addition, one couple was both active in the business administration profession.

Table 5.1

Percentage of Sample in Various Careers by Sex



Fifty-six per cent of the sample involved couples in which the husband and wife were in different careers. Combinations of careers varied vastly, however, three groupings became visible. These three groupings were: the husband in a legal career and the wife in a medical career (7%); and the husband in an educational career and the wife in a medical career (4%).

Careers are one means of socioeconomic resources such as prestige, money, status. Career may be perceived as a means of obtaining and/or developing such resources. If a couple is involved in a similar career, the career may not be as visible a resource as for those couples in which the husband and wife experience different careers. In other words, resource specialization may contribute to increased visibility, whereas resources common to both spouses may be less noticeable.

Time may be a possible resource if there is time available to allocate to alternative ends. The time one spends in his/her career determines the amount of time left for other activities and may be referred to as net time. Therefore by examining the time the dual career couple spent per week at their respective careers, one can speculate about net time as a possible resource for problem solving.

Using Table 5.2 as a guide to analysis, it is apparent that in 58% of the couples, both partners worked 40 hours or more a week, while in 35% of the couples, the husband worked 40 hours or more a week while his wife worked fewer than 39 hours per week.

One of the 25 couples in which both partners work more than 40 hours a week, 16 couples work between 40 - 48 hours per week while 6 of the remaining 9 couples have one partner working 60 or more hours a week with the other partner working 40 - 59 hours. In the other three couples the partners work 40 - 59 hours per week. Interestingly enough, 51% of the husbands worked more hours a week than their wives, while 28% of the women spent more time at work than their husbands. The remaining 21% represents those couples in which the partners worked equal amounts of time per week. The majority of these couples worked 41 - 48 hours per week. Considering the net time after career involvement to be a possible resource, one would expect that more of the wives than husbands would have time as a resource since the majority of wives in the sample spent less time per

Table 5.2 Dual Career Couple Career Involvement by Time

		The number of hours per week the wife spends at her career						
		1 - 14	15 - 39	40	41 - 48	49 - 59	60	
The number of hours per week the husband spends at his career	1 - 14	0	0	0	0	0	1	1
	15 - 39	0	0	1	1	0	0	2
	40	0	3	1	4	1	0	9
	41 - 48	0	7	4	7	1	2	2
	49 - 59	0	3	0	0	1	1	5
	60	1	1	1	2	0	0	5
	Column Totals	1	14	7	14	3	4	43

week in their careers than did their husbands. This may be tempered, however, by the relatively small difference in time spent in career by husband and wife. Probably, only in those couples in which the wife works less than 40 hours a week would the wife identify time as a resource.

In addition to the possible resources of career and net time, the third possible resource involvement was the amount of income derived from the work involvement. Although just under half (44%) of the couples share similar careers, the difference in personal income between husband and wife was marked. Personal incomes range from $8,000.00 to $85,000.00 per annum (including investments). Only two individuals received less than $10,000.00 per year, both of these individuals were women. For women, the range of income is $8,000.00 to $70,000.00 per annum with a mean income of $25,864.00 per year. Men's income ranged from $16,000.00 to $85,000.00 per year with a mean of $41,090.00. Considering couple income, the range varies from $36,000.00 to $125,000.00 per annum with the mean of $68,488 per year. Twenty-six couples (65% based on N=40) had the husband earning more than the wife, while in nine cases (23%)

the partner's income was equal, and in five couples (13%) the wife made more than her husband. Therefore, one can conclude that in most cases the amount of the monetary resource (income) was less for the wife than for the husband.

Since there is no one type of dual career couple, the career analysis helps describe more specifically the nature of the sample and identifies career variables which may be considered part of each person's resource potential.

Results Pertinent to Research Questions:

The results directly relvant to the five research questions posed in Chapter I are presented in this section. The data is reported as it related to each subsequent question.

Question One:

The general focus of this research was to examine the resources identified for problem solving by dual career couples. Two levels of comparison was made: one level represents the dyadic or the husband to wife comparison within each couple while the second level of comparison dealt with couple-co-couple comparison. Question One, however, emphasized the dyadic comparison by asking: How do the resources the husband identifies for himself and for his spouse compare with those resources the wife identifies for herself and for her spouse? The question called for data reflecting the range of resources, the type of resources, and the number of matches between the husband and wife. Refer to Appendix B which tabulates the resources identified by each individual couple.

The comparison of the resources identified by the husband and wife in each couple can best be discussed in terms of four categories of resource relations. Resource relations refer to the way in which the resources identified by each partner relate to those resources identified by one's respective partner. Each of the forty-four couples were analyzed using the four categories of resource relations, some couples were more prominently representative of one category than another. Each resource reaction category is defined, and then discussed in reference to one representative couple.

The first type of resource relation refers to dyadic similarity of the kind of resources identified.

In other words, the degree to which the husband and wife identify similar kinds of resources for themselves. Couple #30 exemplify dyadic similarity in the kind of resources they identify.

Resources identified by:

Husband for self	Wife for self
motivation	intelligence
intelligence	patience
	logic
Wife for husband	Husband for Wife
logic	motivation
	intelligence

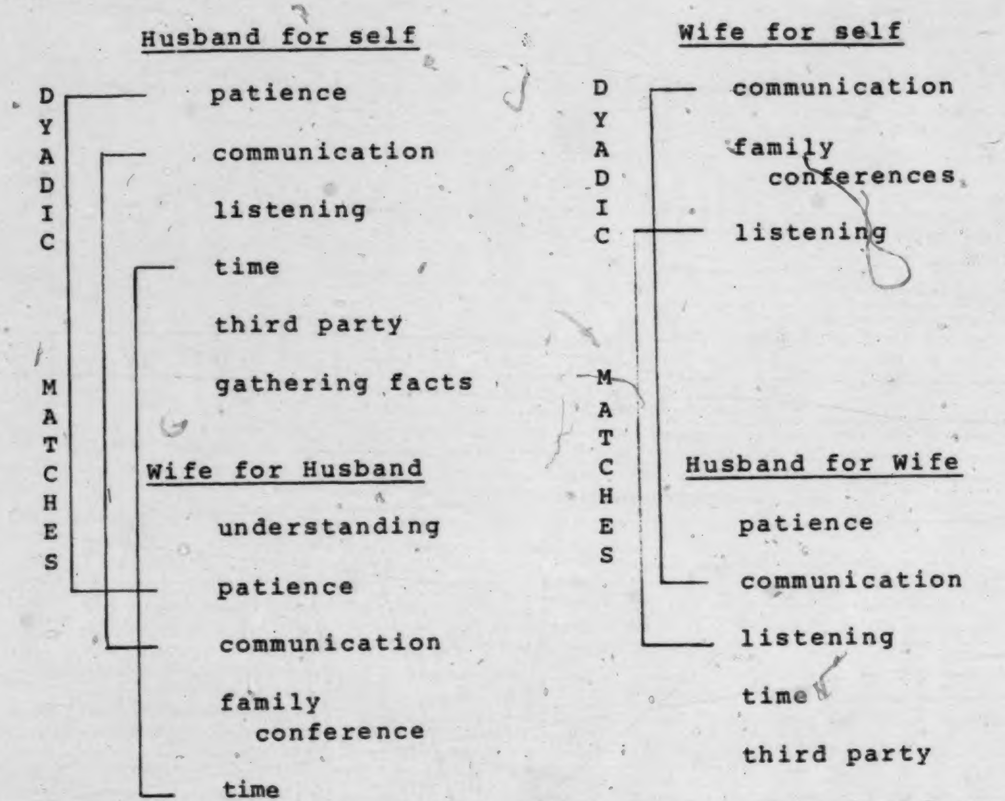
DYADIC MATCH

The resources identified by this couple appear to fall into the category of rational or cognitive resources. In addition both husband and wife have independently identified very similar resources for themselves and each other. One notes that no interpersonal resources were identified at all. It appeared that potential exchanges would involve one person's personal resources in exchange for the other person's personal resources. The husband identified exactly the same resources for his wife as for himself, whereas she differentiated somewhat in that intelligence and patience were not included in her identification of resources for her husband. One wonders if the couple sees problem solving as simply rational and therefore only identify the rational resources, or whether the couple posesses only the more cognitive resources. In either case, the couple illustrates dyadic similarity.

The second resource relation features dyadic matches between what resources a spouse identifies for him/her. This category highlights the husband's and wife's similarity of perception of resources used by each in problem solving.

Couple #33

Identified by:



Husband for self

DYADIC MATCHES

patience
communication
listening
time
third party
gathering facts

Wife for Husband

understanding
patience
communication
family conference
time

Wife for self

DYADIC MATCHES

communication
family conferences
listening

Husband for Wife

patience
communication
listening
time
third party
gathering facts

Couple #33 is noteworthy in terms of the number of resources mentioned and the number of matches. Fifteen resources were identified. Five matches were made: two by the wife, three by the husband. All three kinds of resources were represented in the resources identified. This couple illustrated a high degree of similarity between husband's and wife's resource perception, particularly in relation to interpersonal resources. In addition, their identified resources for each partner was extremely similar in nature. One might hypothesize that resource interchangeability and negotiation would have been minimal concerns for this couple because of the similar nature of their identified resources and the high degree of dyadic matching. In other words, the high degree of dyadic resource similarity has the potential for exchanges in which equal resources are swapped, one-for-one.

Complimentarity or meshing of resources (in kind) is the third type of resource relation. Meshing refers to the degree to which the resources identified by the husband for himself complement those resources identified by the wife for herself.

Couple #12 was highly complementary in their resource relations. The following resources were identified:

Wife for self	Husband for self
emotion	understanding
compromise	time
communication	patience
logic	communication
	problem identification

Husband for wife	Wife for husband
patience	love
religion	communication
love	
communication	

It is noted that each partner identified different resources and thus had the potential to complement each other and create a means by which new combinations are possible to solve problems. (More specifically, husband and wife both differentiate between the resources they identify for themselves and the resources they saw for their partner.) In this instance, the interpersonal resources of communication served as the only common resource. This differentiation may predispose the partners to allocate and exchange different personal and material resources in order to solve problems. The combination of these different resources creates a complementarity of resources which is at the couple's disposal.

The final category of resource relations refer to the one-sided grouping of resources in which one partner has identified for him/herself more resources for problem solving than the other partner has identified for him/herself.

Couple #21

Identified by:

Husband for self

love

understanding

support

problem identification

Wife for self

honesty

Wife for husband

0

Husband for wife

communication

love

Couple #21 illustrates just how divergent the number of resources identified within a couple can be. The husband and wife identified different resources. The husband seemed to primarily focus on interpersonal and personal resources for himself and his wife, while the wife indentified only one highly personal resource, honesty, for herself, nothing for her husband. No matches were present and no similarity in kind or number of resources was evident. Use of resources for problem solving appeared one sided in that the husband potentially donated more resources than the wife. One possible explanation is that problem solving may be viewed as a one-sided process with the husband more active in the problem solving process. If this is the case, the husband may use more resources since he is the primary problem solver. If his wife plays a minor role then it is not surprising that fewer resources are recognized for her.

These couples have highlighted the four categories of dyadic resource relations. Most of the remaining 40 couples illustrated considerable overlap of resource relations. Approximately 70% of the dual career couples indicated a combination of complementarity and dyadic matching or dyadic similarity and dyadic matching.

Questions Two and Three:

The couple-to-couple comparison of resources identified for problem solving was the emphasis of both Questions Two and Three. It was easiest to deal with both these questions at once. Question Two asked: What resources do dual career couples most commonly identify for themselves in problem solving? Question Three asked: What resources are most commonly identified for problem solving by dual career couples for their spouse?

These questions called for a compilation of the data collected on each couple individually. Table 5.3 summarizes this data.

From Table 5.3 several facts about the resources of dual career couples are apparent: the range of resources, the type of resources and the number of matches between husband and wife for the entire sample.

The Range of Resources:

The number of reported resources per dual career couple varied from three to fifteen resources per couple, a range of twelve. The couples seemed to fall most easily into two groups: those couples with eight or more resources and those couples with less than eight resources. Fifty-four per cent of the couples had less than eight resources while forty-six per cent of the sample had eight or more.

Kind of Resources:

The dual career couples formed four groups in relation to the kind of resources they identified. Sixty-one per cent of the couples identified all three types of resources while twenty-four per cent identified

Table 5.3

Frequency of Resources Identified for Problem Solving - Couple to Couple Comparison

		Emotion	Foresight	Honesty	Impulse	Love	Motivation	Intelligence	Religion	Understanding	Support	Patience	Compromise	Humor	Experience	Communication	Action	Assertion	Discussion	Listening	Family Conference	Same Values/Goals	Money	Time	Third Party	Gathering Facts	Problem Solving Skills	Problem Identification	Education	Logic
	fH	1				2		1		3	1	11	4	1		19	3	1	6	3	1	1	3	6	1	1	2	1	1	5
	fW	2	1	2		5	4	2	1	6	5	12	2		1	21	2	2	2	2			2	4	1	1	1			6
Source of Identification	W	1		1		3	2	1	1	2	2	11	3	2	1	30	2		8	3	2	1	6	10	1	5		4	1	4
	H	1	1		1	4	2			7	2	18	2	1	1	27	1	1	3	3			8	8		4	1	2		6
	fC							1	1			4				23			1	1			2	1		1				1
	C											3				9											1			1
	H/fH											7				12							1			1	1			1
	W/fW						1	1				3				14			1	1				2						1
	C/fC											1				8														
Totals for Self		2	1	1	1	7	4	1	1	9	4	29	5	3	2	57	3	1	11	6	2	1	14	18	2	9	1	6	1	10
Totals for Spouse		3	1	2		7	4	3	1	9	6	23	6	1	1	40	5	3	8	5	1	1	5	10	1	2	3	1	1	11

only interpersonal and personal resources, ten per cent identified interpersonal and material resources and a small five per cent identified personal and material resources. Therefore, all but two couples identified interpersonal resources for problem solving. Thirty-three couples identified material resources and forty couples identified personal resources for probelm solving.

Frequency of Matches:

Dual career couples were then categorized according to the frequency of matches between the spouse's reported resources and the other spouse's reported resources for his partner. A score was derived by adding the number of matches. They ranged from zero to five, with fifteen per cent of the sample scoring no matches, fifty-four per cent of the couples having one match, twenty-eight per cent with two matches and one couple (two per cent) with five matches.

Using the data that had been compiled and reported in Table 5.3, research Questions Two and Three were answered. Question Two refers to the resources most commonly identified for problem solving by oneself. Couples most commonly identified communication as a resource for problem solving. Eighty-three per cent of the couples had at least one partner identify communication, while in fifty-six per cent of the couples both partners identified communication as a resource for problem solving. Other resources which were also commonly identified by at least one partner of the dual career marriage are, in rank order: patience, sixty-six per cent; time, forty-one per cent; money, twenty-nine per cent; discussion, twenty-four per cent; logic, twenty-two per cent; and understanding, twenty-two per cent. In most cases the number of women and men who identified these resources varied slightly, however, three exceptions existed. Two of these exceptions are those people who identified patience and those people who identified understanding. Forty-four per cent of the men while only twenty-six per cent of the women identified patience for themselves in problem solving. This may reflect a trend of the husband exchanging patience and understanding more often in the problem solving process than the wife. The third exception refers to the resource of discussion. Twenty per cent of the women while only seven per cent of the men identified discussion as a resource for themselves in problem solving.

Question Three asked what is the most commonly identified resource for one's spouse? In a general sense, the most commonly identified resource for one's spouse were also those most commonly identified for oneself. More specifically, communication, 75.6%; patience, 34%; logic, 24%; time, 24%; and understanding, 22% were most commonly identified by at least one partner of a dual career couple for their respective spouse. In a rank order comparison, logic ranked higher in this group of resources than in the group of resources identified for oneself, however, logic was identified by approximately the same percentage of the sample both times. Understanding also moved up in rank and retained the same percentage of the sample, whereas time, money and patience moved down in rank considerably. Further comparisons can be made between the various resources identified for oneself or for one's spouse using Table 5.4, however, such discussion is not applicable to answering the research question.

Question Four:

Both Questions Four and Five refer to the utility of the resource profile of dual career couples based on the three resource variables. Question Four asked: Given the identified resources for problem solving, to what degree can problem solving effectiveness be predicted? This question called for data reflecting the degree of association between resources and problem solving effectiveness. However, before proceeding with any statistical operations, the three resource variables (kind, number and frequency of matches of resources) were examined in terms of their independence from four selected demographic variables. The rationale behind the selection of these variables was outlined in Chapter IV. These demographic variables included: the difference between the husband's and wife's income; the similarity of dissimilarity of partner's careers; the age of the husband and the goal identified for problem solving. No significant chi squares were found at the .05 level of significance. Therefore, one could conclude that the selected demographic variables were independent of the resource variables and would not influence the relationship between resources and problem solving effectiveness or style.

A couple score was needed for problem solving effectiveness in order problem solving effectiveness was measured on a six point likert scale ranging from very effective (numberically represented by 1) to very ineffective (represented by 6). The responses were coded, and the wife's and husband's responses were added together to form a couple score. Couple scores for the sample ranged from two (most positive, 1 + 1) to seven (4 + 3) which were relatively positive. The lowest individual report was a four - somewhat ineffective problem solving; as a result the variance of the couple scores was minimal, however, a dichotomy of couples according to their scores was established. The two groups of couples were: those couples who scored two, three or four; and those couples who scored five, six or seven.

Assuming that problem solving effectiveness is a measure of goal attainment, one would assume that this group of dual career couples has high goal attainment since the problem solving effectiveness is so positive. Therefore, the goals identified for problem solving are worth noting. Thirty (83%) of the thirty-six couples who responded to this question, had at least one partner identify the goal of achieving family and couple unity. In fourteen (39%) couples both partners identified the same goal. These findings supported this study assumption that maximum joint profit is fundamental to the marital problem solving relationship. The dual career couples were very homogeneous in regard to their goals for problem solving, this may have contributed to the homogeneous nature of the problem solving effectiveness in that the goal of achieving family and couple unity can be attained within the confines of a dual career marriage.

Using the lambda as a measure of predicting problem solving effectiveness given the three resource variables the following measure of lambda were found: kind of resources, $\lambda = 0$; frequency of matches, $\lambda = 0$; total range of resources, $\lambda = 0$. Therefore, one could conclude that resources did not facilitate the reduction of error in predicting problem solving effectiveness.

Question Five:

This question was concerned with problem solving style (or method) and asked: given the identified resources for problem solving, to what degree can problem solving method be predicted? This question called for couple scores of problem solving style and data regarding the association between problem solving style and resources. These scores were derived as outlined in Chapter IV. The couple problem solving scores ranged from 74 (a more negative problem solving style) to 152 (a more positive problem solving style). Couples were placed into three groups according to their couple score. Close to the same number of couples were in each group. These three groups consisted of those couples scoring 74 - 113, 114 - 125, 126 - 152 (N = 35). The relationship between resources and problem solving style was then tested utilizing lambda. The following measures were found for each of relationships with problem solving style: frequency of matches, $\lambda = .20$; kind of resources, $\lambda = .10$; and number of resources, $\lambda = .14$. Therefore, one could conclude that frequency of matches was the best predictor of problem solving style because it reduced the error in prediction by 20%. A twenty per cent reduction was not significant but indicates a tendency towards an association.

In summary, the results pertinent to the research questions include the following. A range of twenty-nine resources were identified by the dual career couples, fourteen personal, seven interpersonal and eight material. In analyzing the data three resource variables became apparent: frequency of matches within the couple unit, range of resources identified, and kind of resources. The most commonly identified resources by dual career couples for themselves and for each other was communication, closely followed by patience. In attempts to utilize the profile of resources by predicting problem solving style was reduced given the identified resources. Chapter VI discusses further the results of the research.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

The purpose of the study was to examine the resources identified for problem solving by dual career couples. This inquiry conceptualized marriage as a problem solving unit which seeks to achieve goals. Goal achievement for the dual career couple sample selected was determined to be maximum joint profit. Social exchange was utilized to explain the role resources play in the problem solving process. Resources were viewed as the raw materials for the problem solving process and were viewed as being allocated among alternative ends and thereafter exchanged. It was in this exchange of resources that the rewards and cost of problem solving were incurred. It was suggested that resources are fundamental to the problem solving process without them influencing the generation of alternatives, in pursuit of goal attainment. Thus problem solving effectiveness and style may be related to a variety of resource factors.

In this final chapter, the research findings are discussed considering previous research, the limitations of the current study and the implications for family life education and family research and theory development.

Discussions of Results:

The discussion of the results parallels the presentation of the research findings with emphasis on the salient issues emerging from those findings.

Dyadic Analysis:

The first research question posed was:

> In reference to the dual career
> couple's problem solving, how do
> the resources the husband identifies
> for himself and for his spouse compare
> with those resources the wife identifies for herself and her spouse?

This question required a dyadic analysis of the couples. To accomplish this, a profile was developed which allowed each couple to be examined as a unit. Since few previous studies had focused on the couple as a unit, unique analytic strategies needed to be developed. In the dyadic analysis, first couples identified their own resources. Then each couple was examined as an individual unit. It was assumed that the resources identified by the husband and wife were pooled and therefore, available for problem solving. Maximum joint profit was assumed to be the underlying goal of all exchanges with the mutual relationship. Each couple was analyzed in terms of the kinds of resources identified and the possible means of exchange which may be used by the couple to maintain maximum joint profit while solving problems. Interpersonal resources were assumed to be exchanged equally, whereas personal and material resources may be traded equivalently. Based on this analysis, four categories of resource relations became apparent. These included: (1) dyadic similarity, which refers to the degree to which the husband and wife identify similar kinds of resources for themselves; (2) dyadic matches between what resources a spouse identified for him/herself and what resources the partner identified for him/her; (3) meshing of resources refers to the degree to which the resources identified by the husband for himself complement those resources identified by the wife for herself; and (4) one-sided groupings in which one partner has identified for him/herself more resources for problem solving than the spouse has identified for him/herself. Each of the forty-four dual career couples were analyzed using the four categories of resource relations. Each couple had a unique combination of resource relations and variations. Approximately seventy percent of the couples exhibited some resource relations, more specifically a blend of meshing and dyadic matching or dyadic similarity and dyadic matching was found. One can speculate that the interpersonal perception enabling a dyadic match is a fundamental component to resource utilization. The meshing of resources may only be possible if some minimum degree of interpersonal perception is present. By the same token, perhaps dyadic similarity is only of benefit and utilization, if the couple is aware of each other's resources. The issue of resourcefulness and its reaction to interpersonal perception is raised in conjunction with the dyadic analysis. Further conceptualization and research is needed to adequately clarify what influence interpersonal perception has on the utilization of resources. Such perceptions may influence the resources available for joint problem solving and/or influence the problem solving process.

Couple-to-couple Analysis:

While dyadic analysis emphasized the uniqueness of each couple, the couple-to-couple analysis emphasized similarity and allowed comparisons to be made between groups of couples. Two research questions were posed in order to achieve a couple-to-couple comparison.

> (1) What resources do dual career couples most commonly identify for themselves in problem solving?
>
> (2) What resources are most commonly identified for problem solving by dual career couples for their spouses?

Dual career couples most commonly identify communication as a resource for problem solving for themselves and for their spouse. Other resources which were also commonly identified include: patience, time, money, discussion, logic and understanding. Communication is an interpersonal resource which is not consumable but can develop and be enhanced through time. Dual career couples were not specific as to what component of communication was most useful in problem solving, that is, the issue of quality versus quantity was not resolved in anyway by the responses received. One can speculate that some degree of moderation on both accounts, quality and quantity, would instrumentally serve to be useful in problem solving.

Three resource variables emerged from the couple-to-couple analysis: total range of resources; frequency of matches between husband and wife, and kind of resources. These variables enhanced the dual career profile by enabling the couples to be classified accordingly.

As previous research had indicated, these dual career couples were high resource couples. While some concern was expressed initially in the question format which gave four examples (communication; patience; money and time), such a method did not appear to restrict the number of resources listed by the couples. Twenty-five additional resources were generated by the sample. This indicates that dual career couples were aware of resources used in problem solving.

Resources identified by the couples were very positive in nature. Positive in the sense that resources such as communication, honesty and trust are commonly perceived as desireable traits, whereas conflict and argument connote negative connotations. Sprey (1972), however, suggested that conflict could also be a resource. In this sample, only one individual referred to the more negative connotation of resources. This individual reported chastisement as a problem solving resource. Since the resources identified were so positive, dual career couples may employ open communication skills which do not encourage manipulative or more negative resources. Dual career couples may also have a high level of interpersonal perception which discourages the use of manipulative techniques, because the partner can accurately perceive the purpose of the other's activity and thereby outwit the manipulative strides. One would speculate that a different sample of dual career or dual work couples may reflect a different degree of positive resources, as a result it would suggest that the full range of resources has not yet been tapped. As one considers the potential inclusions for the full range of resources used in problem solving, the issue of resource conceptualization becomes evident. Resources have been referred to as a means to an end by many researchers (Paolucci et al, 1977; Deacon and Firebaugh, 1975; Nickell et al, 1976; Dorsey, 1942). This definition is rather general and vague, which leads to discrepancies about the identification of a resource. Therefore, it becomes apparent that clarity of conceptualization would be essential prior to any attempts at determining the full range of resources.

Of the twenty-nine resources identified by dual career couples for problem solving, fourteen were personal, seven were interpersonal and eight were material. (Material included those resources external to the marital relationship while personal resources consist of personal characteristics internal to marriage.) As mentioned earlier, communication, an interpersonal resource, was the most commonly identified resource for use in problem solving. The dual career couples appeared to have a basic core of interpersonal resources encircled by a variety of personal and material resources. This implies an interchangeability of most personal and material resources while interpersonal resources were more fundamental to the problem solving relationship. The fundamental nature of interpersonal resources may be related to Maslow's idea of hierarchy of needs. Since these dual career couples have most of their basic needs met, such as food, shelter and clothing, and have a sense of security, the focus of their goal setting activity rests in the social-emotional or interpersonal requirements. Most times marriage has high demands placed on it to meet these various needs. Research has indicated that the busy lives of dual career couples presents the development of a large network of friends or associates. The husband and wife may have equal resources at the socioeconomic level, however, negotiation and bargaining are required to allocate equivalent exchanges of resources at the socio-emotional or expressive levels. Therefore, the interpersonal resources involved in negotiation and bargaining (such as adaptability) are essential in meeting socioemotional needs (Bebbington, 1973; Holmstrom, 1971; Rapoport and Rapoport, 1969, 1976, 1978).

Thus dual career couples, because of their limited support group, probably have especially high expectations of their marital involvement. Therefore, the emphasis is placed on the efficient utilization of interpersonal resources to meet the couple's varied goals. One could speculate that an inherent part of such emphasis on the effective management and utilization of resources is a hierarchy of resources. One dual career couple would exhibit one hierarchy of resources based on its needs, availability of resources, resourcefulness and previous problem solving experience, whereas a second couple may exhibit a significantly different hierarchy of resources based on that couple's scarcity of resources, adaptability, and/or combination of resources, and interpersonal perception. The same resources may, in fact, have significantly different values for two couples. Consider the following example in which the difference is based on the variance of scarcity of resources. One couple may have a great deal of time for discussion and leisure activity, whereas a second couple has limited time together. Time, as a resource, would be a more highly cherished commodity for the second couple, and in turn, the resource of time would also influence the value of communication skills and leisure for that couple. Resource scarcity, ability, interpersonal perception, needs and previous problem solving experience are salient variables which may interact to determine a couple's hierarchy of resources. Dual career couples may exhibit one hierarchy of resources based on their needs, and a different sample may exhibit a somewhat different hierarchy. This research was not designed to identify the character of resource hierarchies, nor variables influencing the creation of such hierarchies, however, the issue deserved mention and requires future conceptualization and investigation.

The kind of resources identified by this sample of dual career couples support Safilios-Rothschild's (1976) and Scanzoni's (1978; 1976) speculations that dual career couples exchange primarily expressive resources. The interpersonal resources which were expressive were most commonly identified.

The frequency of matches of this sample were surprisingly high. Eighty-five per cent of the couples had at least one match. Considering that twenty-nine resources were generated and yet the number of resources identified by any couple numbered no higher than fifteen, the law of probability makes it highly unlikely that matches should occur because the probability of matches approaches zero since the number of resources is infinite. Most matches in this study were in reference to identifying communication as a resource for themselves and their spouse. Some other interesting matches occurred as well. For example, couple thirty-three (refer to Table 5.3) matches five times: time, listening, patience and twice on communication. Literature suggested that congruent perception contributes to marital satisfaction. This particular couple reported very high problem solving effectiveness and style which would be part of marital satisfaction. Therefore, one could hypothesize that congruent perception of resources would contribute to effective problem solving and marital satisfaction. This study used Level II interpersonal perception which reflects not only fact of agreement or disagreement but also acknowledgement of these facts. The number of matches and high problem solving effectiveness indicates that these dual career couples were probably highly congruent in interpersonal perception.

Dual career couples were found to be logical problem solvers. Logic ranked in the top six resources identified for self and for spouse: this supported Aldous' (1971) speculation that highly educated people with adequate income would tend to be rational about problem solving. The resource of understanding also was ranked highly. Together with the interpersonal skills identified, understanding would contribute to the state of interdependence discussed in the review. Understanding is also a participant resource to adaptability which has been suggested to enhance the generation of alternatives and therefore influences the pattern of interdependence. Interdependence possibly stems from the relative symmetrical contribution of resources. In this sample maximum joint profit was supported as the goal of problem solving because most couples identified achieving family or couple unity as primary. In addition, most husbands and wives identified similar numbers of resources, therefore symmetrical exchange seemed probable, which in turn allowed for the varied interdependence patterns to exist.

Utility of Resources:

Questions Four and Five:

In order to measure the utility of the resource variables the following research questions were asked:

> (1) Given the identified resources for problem solving, to what degree can problem solving effectiveness be predicted?
>
> (2) Given the identified resources for problem solving, to what degree can problem solving methods be predicted?

The results indicated that the error in predicting problem solving effectiveness was not altered given the three resource variables and the error in predicting problem solving style was only slightly reduced given the frequency of matches of resources. Although no strong predictive statements can be made, there is no evidence to suggest that the conceptualization of resources as fundamental to the problem solving relationship should be abandoned. The primary reason why the association between resource variables and problem solving effectiveness and style was so low was that little variance existed within the variables examined. The sample was highly homogeneous. There is nothing inherently wrong with homogeneity, but it does limit the measurement of association between two variables and thereby limits any predictive statements a researcher can make. This state of homogeneity in the sample may be a result of the mailed-out questionnaire technique because those couples returning questionnaires were a self-selected group who seemed to feel highly rewarded in their problem solving relationship and marriage. Social desirability may have also contributed to high reports of effectiveness and style. Dual career couples may feel compelled to report positively about the lifestyle since it is relatively new and somewhat under scrutiny by various segments of society. However, the internal reliability of the responses was significant at the .01 level. This may indicate that these dual career couples were either consistently influenced by social desirability, or not influenced as one might think.

One could expect that some dual career couples are not so highly successful with the lifestyle. In fact one of the people originally contacted for this study, returned the questionnaire with a note stating that he was a casuality of the lifestyle. Many other couples may possibly have attempted the dual career lifestyle and have found it too costly to continue, or perhaps are struggling trying to make it work. Further research could incorporate more variance by purposively seeking out dual career couples with various degrees of effectiveness or use a broader sample base such as dual work rather than simply dual career couples. In addition, the crude measurement techniques could be refined so that the apparent lack of variance could be examined in much finer detail.

Contributions and Limitations of the Research:

Several contributions can be noted for the present study, primarily in the methodological area. The research focused on the couple as a unit. Few statistic tools have been made available to examine couples as a unit, therefore non-mechanical means of teasing out relationships were necessary in order to maintain each couple's integrity throughout the analysis. Too often researchers depend on computers to analyze data, and as a consequence, the uniqueness of the data is often lost. Dual career couples have most often been viewed as two separate entities: a group of dual career husbands and a group of dual career wives, rather than as marital units. This research derived a profile of resources for each dual career couple which allowed for dyadic analysis in addition to the couple-to-couple comparisons. The focus of couple has particular merit in regard to a problem solving relationship such as marriage, because the goal of the study of marriage is to further the information about the interactions within the intimate relationship.

The theoretical contributions are perhaps more indirect. The study contributes to problem solving theory and application as well as providing support for generalization of theory in past literature. These contributions stem from the particular emphasis on the role resources play in problem solving. Resources appear to influence every phase of the problem solving process, including the recognition of the problem, the generation of alternatives, combinations of resources, assessment of resources, utilization of resources (allocation and exchange) and goal attainment. Therefore, resources influence problem solving effectiveness because they influence the relative degree to which goal is attained. Only by knowing the resources available to a married couple can one hypothesize as to the problem solving effectiveness of that problem solving relationship. One can speculate that if a couple were to rank low in adaptability (the resources of empathy, flexibility and motivation) fewer alternative combinations of resources would be generated. Fewer alternatives leave less room for choice and creates a lower probability of the most effective solution being identified. This in turn influences the problem solving effectiveness or the degree to which the goal was attained.

The emphasis of resources in the framework of marital problem solving has potential application for family and individual counselling. It offers a conceptual framework on which to base counselling techniques, it offers emphasis on resources more than on the outcome of process of problem solving. Pre-marital counselling could incorporate the focus of resources and thereby increase the couple's awareness of the commodities of exchange. Increased awareness of resources could possibly enhance resource development and essentially contribute to increased problem solving effectiveness and goal attainment. Within the marriage enrichment movement, resources could provide the focus of development and enhancement which a couple could work at over the years. Before such a framework can realize application, the concept of resource must be reformulated to include notions of resourcefulness, interrelationships, resource compatibility, and hierarchy of resources. Social exchange theory is helpful in identifying some of these relationships.

In summary, the primary contributions of this study include: the methodological approach which enabled the integrity of couples to be maintained throughout analysis, and the theoretical conceptualization of the instrumental role resources play in every facet of the problem solving process. One must be aware of the limitation of this study before generalizing to all dual career couples. Both the sample and some of the methods limit the application.

The purposive sample limits the generalizability of the results. This sampling difficulty has been problematic for all dual career studies since the population is not identifiable. However, the purpose of this research was exploratory and not inferential in nature, the sampling limitation was not serious.

The homogeneous nature of the sample was more of a limiation insofar as it affected the tests of association between variables. One is left wondering whether the limited range of responses biased the findings in the direction of no association.

A second limitation related to the instrument used to obtain data about resources and the question used was "What personal, interpersonal or material resources do you use for problem solving? List those you can identify (e.g. communication, time, patience, money, etc.)" The use of examples in the question on resources was determined to be necessary based on the pre-test which indicated that few people responded to an open ended question about resources. There was some evidence that the examples did influence responses in that the most frequently identified resources included the examples. In addition, however, twenty-five other resources were generated.

Instrumentation:

The lack of well developed instruments either for measuring resources or for measuring various aspects of marital problem solving was one of the limitations of this study. Seldom had resources been examined in this light, therefore, only single question measures were available to borrow or adapt. This unavailability of measures points to the need for further research in methodology development suggested more generally by Klein (1979).

Further Research:

The primary findings in this research highlighted the role that resources do play in problem solving and the fact that resources are identifiable. If we are to go beyond the description of the role of resources and learn more about the nature and interaction of resources, the need for conceptual clarity of resources becomes mandatory. In the process of answering the research questions and analyzing the data, five somewhat separate areas requiring conceptual clarity emerged. Many question evolved with regard to each area needing clarity, however, rather than discuss each issue in turn, the five areas have been outlined including some of the most salient questions. The five areas that require conceptual clarity in regard to resources include the definition of resource; resourcefulness; interrelatedness of resources; exchange processes and hierarchy of resources. It is hoped that by raising these issues further research will be stimulated.

Definition of Resources:

The existing vague definitions of the term 'resource' have led to discrepancies in recognition of what is or is not a resource. The exhaustive list of resources has been compiled, and only recently has Blood and Wolfe's list (1960) been extended (Safilios-Rothschild, 1976). Categorizations vary and lend little to increase the discrimination among resources. The resources identified in this research highlighted the positive resources, but work is needed to examine the possibility of negative commodities. In addition, the issue has been raised as to what constitutes a real versus potential or underdeveloped resource. Home management literature suggests that an underdeveloped resource constrains the problem solving process. The process of development of resources warrants consideration before one can understand or predict possible constraints. Is the development time based, perception based or both? When does a resource start and stop being a resource? One can speculate that a resource must be consciously possessed for some period of time before it is elligible for utilization, but perhaps some resources are exchanged unknowingly.

Another related issue stemming from this same vagueness, is the quality versus quantity dilemma. Klein and Hill (1979) inadvertantly raise this issue in their identification of interaction variables when they mix the terms 'concentration' and 'quantity'. The question arises 'does the quantity of a resource, such as communication skills, secure more/less/same rewards from an exchange as does the quality of communication skills?' One can speculate that certain communication qualities would be more valuable than quantity. For instance, the ability to employ empathy may be more influential than any amount of listening and/or talking. There may be some type of realignment and weighting trade off during allocation to account for the difference and thereby still be able to achieve an equivalent exchange.

One other relevant question related to the area of definition, deals with the issue of situation specificity. Does marital problem solving entail certain resources which are not included in other situations such as parent/child interaction? It remains unclear whether the marital problem solving relationship encompasses a complete pooling of both partners' resources or whether that a pooling is a selective process only incorporating certain resources from each partner. This question in turn raises the second area requiring conceptual clarity, perception of resources.

Resourcefulness:

Resourcefulness is yet an unrefined concept. It is not clear if both partners must perceive a resource before it can be utilized, or whether individual acknowledgement of one's own resources suffices. Another basis of the cliche "two heads are better than one", one would speculate that interpersonal perception of resources would contribute to effective utilization of resources within marital problem solving. However, resourcefulness may refer only to an individual process necessary prior to pooling resources in an interpersonal problem solving relationship, or it may refer to two separate processes,

one personal, and one interpersonal.
Baker's (1970) definition of 'resourcefulness' was individual in a family setting, but she did not indicate why and therefore the term remains vague and unrefined.

Interrelatedness of Resources:

The third area needing conceptual clarity involves the way in which resources relate to one another. Safilios-Rothschild (1976: 358) categorizes power as a resource, and as a product of an "unequal love situation". This raises the issue that some resources may be the result of having and/or not having other resources. "The more the husband is in love with his wife, the more he needs and values her loving him. When the husband is clearly more in love with his wife than she is with him, and she is aware of this, the wife has control over a valuable resource, namely the reciprocation of love." Stemming from the lack of definitional clarity, interrelatedness of resources remains inadequately portrayed.

Exchange:

Using the social exchange framework allowed the problem solving process to be simply presented. For the course of the discussion, maximum joint profit and therefore equivalent exchange was assumed, however, little mention was made of deferred rewards and costs for one or both partners. Maximum joint profit may be an underlying goal on a long term rather than a short term basis. A couple may decide to utilize the valued resources of one partner at present with the interest of utilizing the other partner's values resources, at a latter date. In the long term exchange would be equally profitable to both partners, however, in the short term the exchange would appear to be extremely one sided. In other words, the long term exchange may be explained in terms of the ongoing phases of interdependency, whereas the short term exchange is certain resources may be more endemic of one particular phase of interdependency. For example, the resource of empathy, understanding and support may be more endemic of the independent/dependent phase than the independent/dependent phase. Foa and Foa (1971, 1974), Paulocci et al (1977), Safilios-Rothschild (1976) and others have raised this issue about exchange. Weingarten's (1978) discussion on interdependency may be a good beginning for further conceptualizing about the dynamic ongoing nature of exchange. Deutsche's (1973) discussion of trust and Gouldner's (1960), Blau's (1964), Fox's (1974), Ekeh's (1974) respective discussions of reciprocity all need to come together and formulate a dynamic integration of concepts in order to further the understanding of exchange of resources.

Hierarchy of Resources:

Once some degree of conceptual clarity about the definitions of the term 'resource' has been achieved, work can proceed as to the valuing process of resources. Presently, a hierarchy of resources has been suggested by a few authors, (Safilios-Rothschild, 1976; Scanzoni, 1972, 1978), and the idea seems to be based on some general notions of what constitutes a reward and a cost. One can expect that in the context of a marital problem solving relationship, a hierarchy of resources is a dynamic, adaptive process. The hierarchy is dynamic because of the inherent nature of resources. While some resources are consumed, others are developed based on the need through time. The value of a resource may also change through time as a result of its relativity to other resources. Variables which may influence the value of a resource include: scarcity, availability, appropriateness, identified needs, and perception. Here again the issue of situation specificity becomes relevant because it is unclear whether a different hierarchy of resources exists for each situation or whether a couple agree on one hierarchy for use in their relationship. One can speculate that, based on the assumption that some resources develop while others are consumed, a hierarchy would have to change at least to the extent that the resources changed. If one were to assume that resources change value with situation then of course so must the overall hierarchy. These assumptions require clarification and research.

This discussion also raises one last issue which has not yet been raised. The term 'situation' may be thought of in terms of the character of the problem, however, the situation may also refer to the relationship and therefore refers to the pooling of resources and the degree of interpersonal perception participant to the relationship. In this latter instance, situation highlights the intrinsic character of the marital problem solving relationship rather than the extrinsic character of the problem. This issue may be particularly relevant if research were to find that couples selectively pool resources.

These five areas requiring conceptual clarity have been elaborated in order to stress the urgent need for researchers and theoreticians to devote attention to this early step of theory development. Beyond conceptual clarity, two thrusts of research must be applied. Once a greater degree of conceptual succintness has been achieved, research can proceed. Several suggestions can be made. First, research developing reliable and valid instruments is needed and second, more dynamic research observing these resources in action is called for.

It is not apparent that all the descriptive work on the role resources play in problem solving has been completed in either family studies or home management. Continued research is required to study and analyze resources as they are viewed by the people allocating and exchanging them. This may mean giving up the relatively fast data collection and analysis processes we have been currently using and returning to more unstructured and perceptive methods. Naturalistic observation, field studies and the development of tools to assist in this type of research is to be encouraged. Before the more dynamic exchange process can be understood, more needs to be known about what is exchanged -

the resources, the nature of these resources, their utility, whether there is a hierarchy for use within an interacting unit and whether there is a pattern of resource development over the life span. This work will have implications for the family and marital problem solving process and the marriage or family as a problem solving relationship.

It is important that both levels of this research go on simultaneously for there are often serendipitous gains by close interaction in the two realms of activity. There appears to be merit in using the case study method for the seminal work. The resources profile developed in this research was a basic one - limited potentially by the questions asked in the primary study. Future profiles could include more data and extensive content analysis of rich case study material may provide leads for larger couple-to-couple group comparisons.

In the past both sociology and home management have focused on resources virtually independent of one another. However, with the increased interest in family studies both by sociologists and home economists and similar theoretical orientations as seen in the work on system theory, perhaps the two fields will combine efforts and work together to learn more about resources. Adopting one framework in which resources can be easily viewed would enhance the cohesion of the field and contribute to interdisciplinary understanding and cooperation. Social exchange employed within the context of a marital problem solving relationship serves as a simple straightforward framework. It avoids the confusion which often accompanies the more complex systems approach. Perhaps once a lot of the conceptual work is on a firm base, the more complex frameworks could be employed but for the present social exchange provides the best mode of explanation.

In summary, the basic recommendations for further study include: conceptualization later followed by instrument development and refinement, further exploratory research to enhance the instrumentation combining efforts of sociologists and home economists with a common conceptual framework.

Marriage continues to be a valuable relationship for individuals today, yet many people are finding it difficult to meet their needs in this relationship. People bring many varied resources to marriage. If resources are the means by which goals can be achieved via problem solving then a key skill or competency for marriage is developing and refining those resources which can work to develop interdependence. While the research reported here is but a small puzzle piece to the understanding of resources in marital problem solving, each piece has the potential of contributing to propositions worthy of forming theories useful for program development and future research. This is the ultimate challenge for family research - sound research to develop sound theory to apply to enhancing family life.

FOOTNOTES

1. Negotiation and bargaining are used interchangeably.

2. Characteristics of the stimulus include privacy, vividness, importance, frequency and arousal capacity (Larson, 1974: 6 - 7).

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APPENDIX A

Questionnaire

I. DEMOGRAPHIC INFORMATION

Circle all answers or answer in the blank provided.

1. Sex: male __________ female __________

2. How old were you on your last birthday? __________

3. What is your present marital status? first marriage __________ remarriage __________

4. How many years have you been married to the present spouse? __________

5. How old were you when you first married? __________

6. How many children do you have? __________

7. Ages of children? sons __________ daughters __________

8. How many children are at present living with you? __________

9. How old were you when your first child was born? __________

10. What is your religious preference?
    1. Protestant
    2. Catholic
    3. Jewish
    4. Atheist
    5. No preference
    6. Other, please specify

11. What is the highest level of education you have completed?
    1. high school
    2. some college or vocational training
    3. bachelor's degree
    4. some post graduate
    5. master's degree
    6. doctor's degree (M.D., Ph.D., Law Degree or D.D.S.)

12. In terms of career development, how would you rate your career development as compared to that of your spouse?

MY CAREER	MY SPOUSE'S CAREER
Establishment stage	Establishment stage
Early development stage	Early development stage
Middle development stage	Middle development stage
Well established stage	Well established stage

13. How did you happen to begin to live the dual career life style? Circle all factors that influenced your choice.
    1. personal motivation
    2. availability of jobs
    3. education level
    4. financial concerns
    5. just happened
    6. influence of spouse
    7. influence of immediate family
    8. other, specify

14. What kind of household help do you have at the present time?

15. What present arrangements do you have for child care while you are working?

16. How satisfied are you with your child care arrangements? Circle the dot on the line that best describes your feelings about your child care arrangements?

●	●	●	●	●	●	●
very satisfied	satisfied	somewhat satisfied	somewhat dissatisfied	dissatisfied	very dissatisfied	does not apply

II. YOUR MARRIAGE AND FAMILY

1. Below are listed some different ways of sharing family tasks. Indicate who usually does each of the following in your family. (Circle Appropriate Answer)

ROLE	WHO USUALLY DOES IT
housekeeping	1 2 3 4 5 6 7 8 9
earning the family income	1 2 3 4 5 6 7 8 9
physical care of the children	1 2 3 4 5 6 7 8 9
helping and discipling children	1 2 3 4 5 6 7 8 9
helping each other with personal problems	1 2 3 4 5 6 7 8 9
keeping in touch with relatives	1 2 3 4 5 6 7 8 9
organizing and helping with family recreation	1 2 3 4 5 6 7 8 9
fulfilling social obligations	1 2 3 4 5 6 7 8 9

1. always or mostly husband
2. husband and children
3. husband and outside help
4. shared half and half (wife & husband)
5. always or mostly wife
6. wife and children
7. wife and outside help
8. whoever is available
9. outside help

2. Indicate *how important* each of these areas of family interaction is to *your personal satisfaction* by circling 1 for very important, 2 for somewhat important, etc., then rate *your personal level of satisfaction* with these areas of your marriage by circling 1 for very satisfied, 2 for somewhat satisfied, etc.

PERSONAL IMPORTANCE	PERSONAL SATISFACTION
1. very important	1. very satisfied
2. important	2. satisfied
3. somewhat important	3. somewhat satisfied
4. somewhat unimportant	4. somewhat dissatisfied
5. very unimportant	5. very dissatisfied

		PERSONAL IMPORTANCE	PERSONAL SATISFACTION
1.	Housekeeping Role	1 2 3 4 5	1 2 3 4 5
2.	Sexual Role	1 2 3 4 5	1 2 3 4 5
3.	Child Care Role (Physical care)	1 2 3 4 5	1 2 3 4 5
4.	Child Socialization Role (teaching, helping, disciplining)	1 2 3 4 5	1 2 3 4 5
5.	Career Role	1 2 3 4 5	1 2 3 4 5
6.	Therapeutic Role (helping each other with personal problems)	1 2 3 4 5	1 2 3 4 5
7.	Kinship Role (keeping in touch with relatives)	1 2 3 4 5	1 2 3 4 5
8.	Family Recreation Role (organizing & helping with family recreation)	1 2 3 4 5	1 2 3 4 5
9.	Fulfilling Social Obligations	1 2 3 4 5	1 2 3 4 5
10.	Demonstration of affection	1 2 3 4 5	1 2 3 4 5
11.	Communication	1 2 3 4 5	1 2 3 4 5
12.	Conflict resolution	1 2 3 4 5	1 2 3 4 5
13.	Achieving couple goals	1 2 3 4 5	1 2 3 4 5
14.	Handling everyday decision-making & problem solving	1 2 3 4 5	1 2 3 4 5
15.	Earning a living	1 2 3 4 5	1 2 3 4 5
16.	Money management	1 2 3 4 5	1 2 3 4 5
17.	Time spent together	1 2 3 4 5	1 2 3 4 5

3. People vary a good deal on how well they do different things. Please give your most accurate estimate of *how well* you and your husband/wife do each of the following things. Circle the appropriate answer.

	YOURSELF	YOUR HUSBAND/WIFE
HOUSEKEEPING		
	1. much below average	1. much below average
	2. a little below average	2. a little below average
	3. about average	3. about average
	4. above average	4. above average
	5. unusually well	5. unusually well
	6. I don't do it	6. he/she doesn't do it
EARNING A LIVING		
	1. much below average	1. much below average
	2. a little below average	2. a little below average
	3. about average	3. about average
	4. above average	4. above average
	5. unusually well	5. unusually well
	6. not my responsibility	6. not his/her responsibility

3. (continued)

YOURSELF	YOUR HUSBAND/WIFE
HELPING EACH OTHER WITH PERSONAL PROBLEMS	
1. much below average	1. much below average
2. a little below average	2. a little below average
3. about average	3. about average
4. above average	4. above average
5. unusually well	5. unusually well
6. I've never done it	6. he/she has never done it
TAKING CARE OF CHILDREN (PHYSICAL NEEDS)	
1. much below average	1. much below average
2. a little below average	2. a little below average
3. about average	3. about average
4. above average	4. above average
5. unusually well	5. unusually well
6. I've never done it	6. he/she has never done it
TEACHING, HELPING, DISCIPLINING CHILDREN	
1. much below average	1. much below average
2. a little below average	2. a little below average
3. about average	3. about average
4. above average	4. above average
5. unusually well	5. unusually well
6. I've never done it	6. he/she has never done it
KEEPING IN TOUCH WITH RELATIVES	
1. much below average	1. much below average
2. a little below average	2. a little below average
3. about average	3. about average
4. above average	4. above average
5. unusually well	5. unusually well
6. I've never done it	6. he/she has never done it
ORGANIZING AND HELPING WITH FAMILY RECREATION	
1. much below average	1. much below average
2. a little below average	2. a little below average
3. about average	3. about average
4. above average	4. above average
5. unusually well	5. unusually well
6. I've never done it	6. he/she has never done it
MEETING SOCIAL OBLIGATIONS	
1. much below average	1. much below average
2. a little below average	2. a little below average
3. about average	3. about average
4. above average	4. above average
5. unusually well	5. unusually well
6. I've never done it	6. he/she has never done it
SEXUAL RELATIONS	
1. much below meeting needs	1. much below meeting needs
2. a little below meeting needs	2. a little below meeting needs
3. adequate	3. adequate
4. good	4. good
5. exceptionally good	5. exceptionally good
6. no sexual involvement	6. no sexual involvement

4. Evaluate the general competence of you and your spouse at meeting the needs you feel should be met within a marital relationship.

YOU	**YOUR SPOUSE**
1. very competent	1. very competent
2. competent	2. competent
3. somewhat competent	3. somewhat competent
4. somewhat incompetent	4. somewhat incompetent
5. incompetent	5. incompetent
6. very incompetent	6. very incompetent

5. Circle the number that corresponds to your evaluation of your marital communication openness.

   1. almost always openly and directly communicate ongoing feelings about myself, spouse or our relationship.
   2. usually openly and directly communicate
   3. frequently openly and directly communicate
   4. occasionally openly and directly communicate
   5. rarely or never openly and directly communicate

6. The dots on the following line represent different degrees of personal satisfaction in your marriage. The middle point, "satisfied" represents the degree of satisfaction of most relationships. Circle the dot which best describes the degree of satisfaction (all things considered) YOU feel with your relationship.

●	●	●	●	●	●	●
extremely dissatisfied	fairly dissatisfied	a little dissatisfied	satisfied	very satisfied	extremely satisfied	perfect

III. PROBLEM SOLVING IN YOUR MARRIAGE

Problem solving is a positive activity in families in that it is directed toward attaining goals. A problem is defined as any situation in which there is a desired but unachieved goal, (e.g. deciding where to go on a trip; how to discipline a child). If a situation is a problem, no habitual response is available so a new response or solution must be found. The following questions ask you to describe your problem solving pattern.

1. If you were to identify two most important goals for family problem solving, which would they be? Give a 1 to the most important and a 2 to the next most important.

   ____a. avoiding conflict
   ____b. satisfying needs
   ____c. satisfying immediate situation
   ____d. achieving family or couple unity
   ____e. learning and mastering problem solving skills
   ____f. others, please specify:

2. How effective is your total problem solving effort in your family? Measure effectiveness by whether or not family goals are attained. Circle the dot that best describes your family situation.

●	●	●	●	●	●
very effective	effective	somewhat effective	somewhat ineffective	ineffective	very ineffective

3. How satisfied are you with your current couple problem solving success? Circle the dot that best describes your level of satisfaction.

●	●	●	●	●	●
very satisfied	satisfied	somewhat satisfied	somewhat dissatisfied	dissatisfied	very dissatisfied

4. What personal, interpersonal or material resources do YOU use for problem solving? List those you can identify. (e.g. communication, time, money, patience, etc.)

5. Which does **YOUR SPOUSE** have for problem solving? List those you can identify.

6. In your marriage, who is most likely to identify situations as needing problem solving action?
   ____1. wife
   ____2. husband
   ____3. shared equally
   ____4. other, specify

7. In your marriage, who is most likely to be the leader in acting in problem situations?
   ____1. wife
   ____2. husband
   ____3. shared equally
   ____4. other, specify

8. What percentage of your problem solving solutions are accomplished by the following methods?
   ______husband dominated
   ______wife dominated
   ______consensus (mutual or joint)
   ______situation decided (solution just happens)

9. There are many ways to describe a couples' problem solving style. Look at each pair and put a slash (/) at the point that best describes your couple joint problem solving method.

Shallow ______•______•______•______ Deep
Motivated ______•______•______•______ Aimless
Skillful ______•______•______•______ Unskillful
Active ______•______•______•______ Passive
Ineffective ______•______•______•______ Effective
Infrequent ______•______•______•______ Frequent
Flexible ______•______•______•______ Rigid
Deliberate ______•______•______•______ Impulsive
Rewarding ______•______•______•______ Unrewarding
Diffused ______•______•______•______ Concise
Emotional ______•______•______•______ Unemotional
Onesided ______•______•______•______ Joint

10. All marriages experience situations which produce irritation or strain. The following situations have been identified as problem solving dilemmas in previous research with dual career couples. We are interested in how YOU perceive these situations.

Respond to each situation by indicating HOW OFTEN IT HAS HAPPENED TO YOU AND YOUR SPOUSE SINCE YOU BECAME A DUAL CAREER COUPLE and WHAT STATE OF RESOLUTION IT IS IN NOW.

Problematic Situation	How often has it happened	State of resolution now
	1 – never 2 – once 3 – several times 4 – 3 or more times 5 – not applicable to you	1 – never occurred 2 – totally resolved 3 – partly resolved 4 – unresolved 5 – not applicable to you
WORK SITUATIONS		
1. Experienced competition with spouse over work roles	1 2 3 4 5	1 2 3 4 5
2. Felt lack of spouse's support for your career	1 2 3 4 5	1 2 3 4 5
3. Felt less importance given to your career	1 2 3 4 5	1 2 3 4 5
4. Felt lack of co-workers' acceptance of dual career life style	1 2 3 4 5	1 2 3 4 5
5. Found it difficult to progress in career because of dual career life style	1 2 3 4 5	1 2 3 4 5
FAMILY SITUATIONS		
6. Experienced difficulty in scheduling work and family time	1 2 3 4 5	1 2 3 4 5
7. Had difficulty dealing with household management	1 2 3 4 5	1 2 3 4 5
8. Felt you had too many of the family responsibilities	1 2 3 4 5	1 2 3 4 5

10 continued

Problematic Situation	How often has it happened	State of resolution now
	1.– never 2 – once 3 – several times 4 – 3 or more times 5 – not applicable to you	1 – never occurred 2 – totally resolved 3 – partly resolved 4 – unresolved 5 – not applicable to you
CHILD SITUATIONS		
12. Had difficulty arranging adequate child care	1 2 3 4 5	1 2 3 4 5
13. Had difficulty arranging family times together	1 2 3 4 5	1 2 3 4 5
14. Had difficulty accomplishing satisfactory child rearing practices	1 2 3 4 5	1 2 3 4 5
15. Had difficulty deciding whether to have children or not	1 2 3 4 5	1 2 3 4 5
16. Experienced guilt over effects of dual career pattern on children	1 2 3 4 5	1 2 3 4 5
17. Felt I had too many of the child care responsibilities	1 2 3 4 5	1 2 3 4 5
PERSONAL SITUATIONS		
18. Experienced social disapproval for non-traditional male and female roles in home	1 2 3 4 5	1 2 3 4 5
19. Experienced social disapproval for non-traditional male and female roles in work	1 2 3 4 5	1 2 3 4 5
20. Felt pressure to prove ability to handle both work and family roles	1 2 3 4 5	1 2 3 4 5
21. Felt loss of femininity or masculinity	1 2 3 4 5	1 2 3 4 5
22. Felt pressured because of too little personal time for just you.	1 2 3 4 5	1 2 3 4 5
23. Experienced difficulties coping with questions of personal identity	1 2 3 4 5	1 2 3 4 5

11. In an individual problem, such as deciding what clothes to take on a business trip, what would be your usual method of problem solving? Circle the one that best describes your usual method.

    1. act spontaneously
    2. think about it and then act
    3. consult someone else, then act
    4. consider several alternatives, then act
    5. ask someone else to solve it
    6. put it off until you must act
    7. other - please describe

12. With a couple problem, such as trying to work out an equitable pattern of handling household chores, which of the following ways of dealing with the problem would be acceptable to you. Circle ALL that are acceptable.

    1. you try to handle more of the chores
    2. ask spouse to accept less performance at home from you
    3. ask spouse to help you more
    4. hire someone to handle the chores
    5. reduce your outside work time
    6. ask spouse to reduce his/her outside work time
    7. quit your job

13. With a couple problem such as deciding whether or not to have another child, what would be your usual method of problem solving. Circle the one that best describes your usual method of problem solving. Circle the one that best describes your usual method

    1. discuss, then act
    2. let situation resolve itself
    3. map out several alternatives, evaluate and then act
    4. consult outside persons, then act
    5. act spontaneously
    6. put it off until you have to act
    7. let your spouse make the decision for both of you
    8. other — describe

14. If you were to experience a situation in which your spouse had a position but you could not find a satisfactory position in the same community, which of the following alternatives would be acceptable to you. Circle all that you would find acceptable:

1. consider moving to a community where both would be employed
2. consider living apart until both could find employment in same locality
3. consider taking a job considerably below your level of training and interest
4. consider taking time off to handle the household until you could find a satisfactory position
5. consider entering a re-training program available in locality where your spouse has a job

15. Considering your own personality traits, how likely would you be to take risks and try very unusual alternatives to interpersonal problem solving situations:

1. very likely to take risks
2. somewhat likely to take risks
3. neither likely or unlikely
4. somewhat unlikely
5. very unlikely

IV. YOUR CAREER

1. Indicate the name of your present job or the title of your present position (not the firm where you are employed).

2. In your present job, which of the following characteristics is descriptive:

1. demands a high degree of education or training to perform the job
2. has opportunities for advancement
3. demands a high degree of commitment on the part of the worker
4. time consuming
5. demands continuous education to keep on top of the duties
6. is highly important personally

3. How long have you been in this position?

4. How many hours per week do you usually work at your job?
1. 1-14 hours 2. 15-39 hours 3. 40 hours 4. 41-48 hours 5. 49-59 hours 60+ hours

5. Since your marriage, what has been the approximate time spent in full-time employment:

1. all of it
2. over 75% of it
3. 75% of it
4. between 51% and 75% of it
5. 50% of it
6. between 26% and 49% of it
7. 25% of it
8. less than 25% of it

6. What is your approximate annual income before taxes (including investments)?

7. What is your spouse's approximate annual income before taxes (including investments)?

8. How supportive are you of your spouse's career? Circle the dot that best describes your supportiveness.

●	●	●	●	●	●
very supportive	supportive	somewhat supportive	somewhat non-supportive	non-supportive	very non-supportive

9. How supportive do you feel your spouse is of your career? Circle the dot that best describes his/her supportiveness.

●	●	●	●	●	●
very supportive	supportive	somewhat supportive	somewhat non-supportive	non-supportive	very non-supportive

10. Rate the relative distribution of **INTEREST, TIME, ENERGY** and **EMOTIONAL INVESTMENT** in the following sectors of your life. Indicate your rating by circling H for high, M for medium and L for low in each category.

AREA	INTEREST	TIME	ENERGY	EMOTIONAL INVESTMENT
Career or occupation	H M L	H M L	H M L	H M L
Family relationships	H M L	H M L	H M L	H M L
Leisure time activities	H M L	H M L	H M L	H M L
Religious beliefs or activities	H M L	H M L	H M L	H M L
Participation in community	H M L	H M L	H M L	H M L
Participation in activities directed towards national or international betterment	H M L	H M L	H M L	H M L
Managing a home (housekeeping, child care, etc.)	H M L	H M L	H M L	H M L
Other, please specify:				

11. Mr. A, an electrical engineer, who is married and has one child, has been working for a large electronics corporation since graduating from college five years ago. He is assured of a lifetime job with a modest, though adequate salary and liberal pension benefits upon retirement. On the other hand, it is very unlikely that his salary will increase much before he retires. While attending a convention, Mr. A is offered a job with a small, newly founded company which has a highly uncertain future. The new job would pay more to start and would offer the possibility of a share in the ownership if the company survived the competition of the larger firms.

Imagine that you are advising Mr. A. Listed below are several probabilities or odds of the new company's proving financially sound.

Please check the lowest probability that you would consider acceptable to make it worthwhile for Mr. A to take the new job.

The chances are 1 in 10 that the company will prove financially sound.
The chances are 3 in 10 that the company will prove financially sound.
The chances are 5 in 10 that the company will prove financially sound.
The chances are 7 in 10 that the company will prove financially sound.
The chances are 9 in 10 that the company will prove financially sound.
Place a check here if you think Mr. A should not take the new job, no matter what the probabilities.

APPENDIX B

Range of Resources Identified for Problem Solving

Range of Resources Identified for Problem Solving

	1	2	3	4	5	6	7	8	9	10
Emotion										
Foresight										
Honesty										
Impulse										
Love	H/fW			H/fW					W	
Motivation			W/fW							
Intelligence										
Religion										
Understanding	W/fH						H/fW			
Support										
Patience	C/fW	fW	fW	H/fW	H/fH	fH			W	
Compromise	fH	W/fH					W/fH			
Humour								W		W/fH
Experience										
Communication	W/fH	C/fC	H/fW	C/fH	W/fH	W	C/fH	C/fC	C/fW	W/fH
Action					W	H/fH				fH
Assertion					fH					
Discussion		W/fH	W							
Listening	H/fW	W/fH								
Family Conference										
Same Values/Goals									W/fH	
Money					H		H		fH	
Time			W						W/fH	W/fW
Third Party							W			
Gathering Facts			W		C.				W/fH	
Problem Solving Skills										
Problem Identification										
Education										
Logic					fH			fH		H

	11	12	13	14	15	16	17	18	19	20
Emotion		W						fW		
Foresight							H			
Honesty						fW				
Impulse										
Love		fC	fW			W/fH				
Motivation									fW	H/fW
Intelligence			fW							
Religion		fW					W			
Understanding		H	fW	fW	fW	W				
Support				W	fW			fW		
Patience		H/fW	H/fH		C/fW	H	C/fH	H/fW	H	
Compromise		W								
Humour										H
Experience			W/fW				H			
Communication	C/fW	C/fC	C	C/fH	C	H/fW	fW	C/fW	fW	H/fW
Action										
Assertion				H						
Discussion							W		W	
Listening							W			fH
Family Conference										W
Same Values/Goals										
Money			H				fW		C/fH	
Time	H/fW	H	H		W/fH	H	W		H/fH	
Third Party										
Gathering Facts			W				W			H/fH
Problem Solving Skills						H/fC	fH			
Problem Identification		H				W				
Education										
Logic		W	fH	C/fH		H/fW				fW

	21	22	23	24	25	26	27	28	29	30
Emotion		fH					fW			
Foresight										
Honesty	W				fW					
Impulse										
Love	H/fW				H/fW					
Motivation								W		H/fW
Intelligence										C/fW
Religion										
Understanding	H		fW	H/fW	H				H	
Support	H		fW				fW		fW	
Patience		C	H	W	fW	H/fH	H	W		W
Compromise					H/fW		H/fW			
Humour										
Experience										
Communication	fW	H/fW		C/fH	C/fC	C	C/fC	C/fW	C/fC	
Action						fW	W/fH			
Assertion				fW						
Discussion			W/fH				W			
Listening		H		W						
Family Conference										
Same Values/Goals										
Money			W			H		W		
Time		W/fH	W		H		fH	W		
Third Party										
Gathering Facts										
Problem Solving Skills										
Problem Identification	H									
Education										
Logic		H					H		W/fC	W/fH

	31	32	33	34	35	36	37	38	39	40
Emotion					H					
Foresight	fW									
Honesty										
Impulse					H					
Love					W		fH			
Motivation										
Intelligence										fH
Religion								C		
Understanding			fH	fH		H				
Support							W/fH			H
Patience	H	H	H/fC	W		fH	W/fW	W/fH	H/fC	fH
Compromise										fH
Humour										
Experience										
Communication		C/fH	C/fC	H/fC		W	C		C/fW	C/fC
Action										
Assertion					fW					
Discussion	W/fH			H	C/fW		fH		fH	
Listening	H		C/fW						fH	
Family Conference			W/fH							
Same Values/Goals										
Money		W/fH		H/fW	H		C			W
Time			C/fW				W/fH		H/fW	
Third Party			H/fW							
Gathering Facts			H/fW		H			W		
Problem Solving Skills										
Problem Identification	W			W	fH				W	W/fW
Education										W/fH
Logic	fW			H/fW			fC	fW		

	41									
Emotion										
Foresight										
Honesty										
Impulse										
Love										
Motivation										
Intelligence										
Religion										
Understanding										
Support										
Patience	H/fW									
Compromise										
Humour										
Experience										
Communication	C/fW									
Action										
Assertion										
Discussion	fH									
Listening										
Family Conference										
Same Values/Goals										
Money										
Time										
Third Party										
Gathering Facts										
Problem Solving Skills										
Problem Identification										
Education										
Logic										

Key

Resources identified:

W - by wife for self
fH - by wife for husband
H - by husband for self
fW - by husband for wife
C - by both for self
fC - by both for each other